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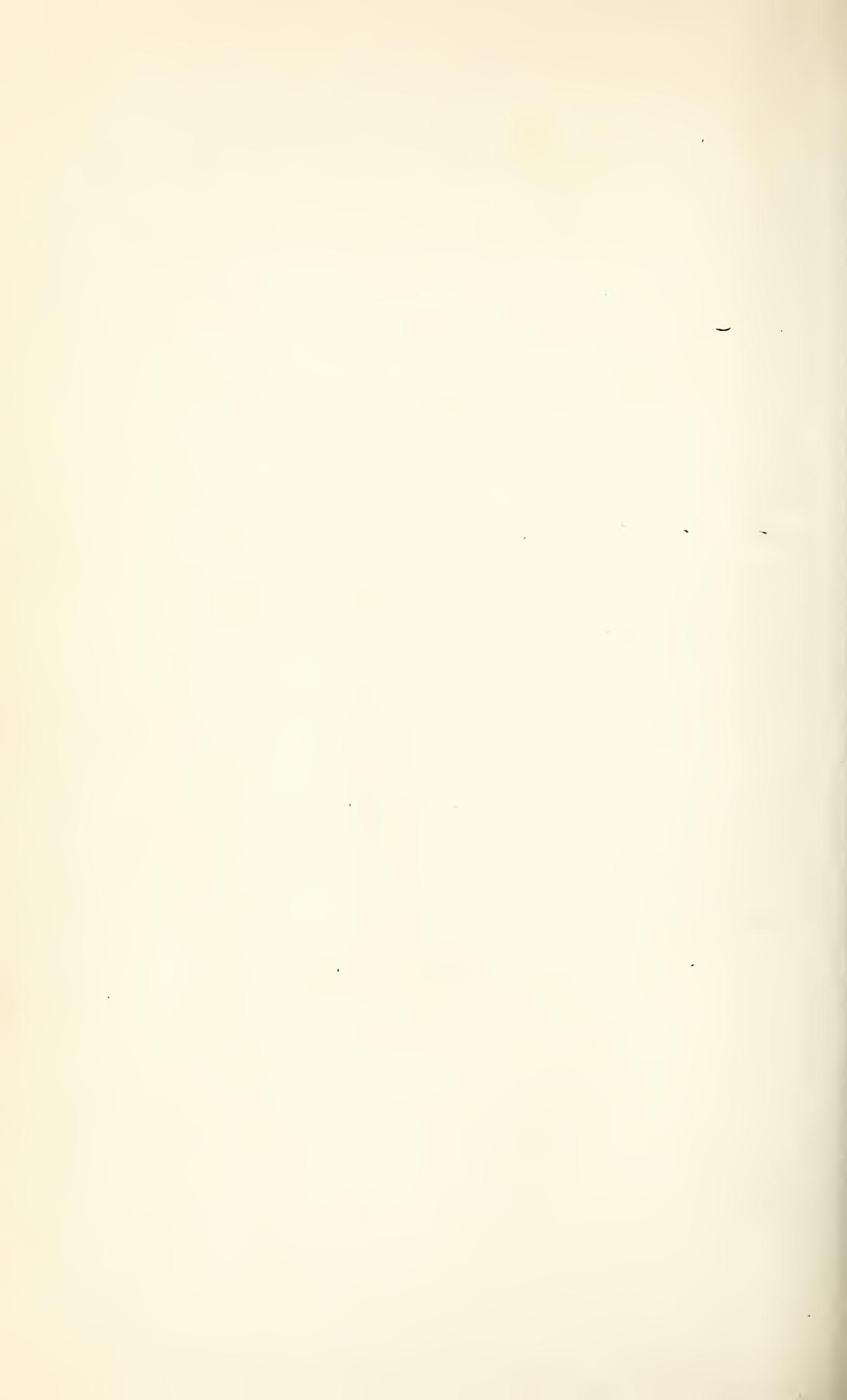
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THE UNIVERSITY RECORD

Number 142

Fifty Cents a Year

December, 1916

Annual Report of the President

To the Honorable Board of Trustees:

I have the honor to submit my report for the year 1916-17, together with the reports of the other officers of the University.

I do not make this report in the spirit of official necessity nor as a special pleader for an institution whose interests I would magnify. I make it as an officer of the State to you as trustees for the State, administering the affairs of an institution that is uniquely the institution of the whole people.

Because it is essential to the welfare of the whole people that it perform its great task with energy, sympathy, and intelligence, I ask for this brief review of its work your interest, and through you the attention of all men to whom the large and permanent welfare of the State is an active concern.

The report will be a straightforward attempt to present a picture of the institution at work by sketching in outline its activities during the year. To it is appended a statement of every detail of the University's business. What will be missed in the figures is the necessary lack of any reflection of its inner nature, the tone and temper of its spirit, that cannot be identified with the obvious activities of the present moment, and that is, after all, the main fact. It is these obvious activities, however, that this summary as a report is concerned with, and it is through them that we gradually

make whatever contribution we do make to the rich inheritance of spirit that has come down to us.

REGISTRATION

Up to November first, 1,259 have been registered in the courses leading to degrees. The number of undergraduate male students, I believe, is larger than that at any other Southern college. There were 1,052 registered in the summer school; 185 in the two postgraduate courses for practicing physicians, and 40 in the correspondence courses, making a total receiving instruction in courses somewhat over 2,500. With the exception of a week at the beginning of the summer and a week or two at the close, the University is in operation the whole year at full capacity. The total number taught in all departments five years ago was about one-third the present number.

Satisfaction in the rapidly growing activities and increased size of an institution should depend not on the fact of growth, but on the nature of the growth. What is more important than an increase in activities is the question of whether they are wise and wisely administered; and what is far more important than the gross number of students in college is whether they ought to be there, and what they are doing there.

The thirst of colleges for numbers results in a sort of auto-intoxication that is one of the worst of academic ills. Conditions are such that any college can get all of the students it can reasonably accommodate, and the point of difficult decision is not how numbers may be increased, but where, in equity, standards may be so improved as to eliminate those who for any reason are not qualified for college work.

ADVANCING STANDARDS

We have used the growing pressure by advancing our standards as rapidly as we wisely could. We feel that there should be no competition between the college and the high school for the possession of the high school student, and we have sought to put that principle into assured practice. The line of separation should be

reasonably clear, and any question as to whether the student has passed it should first be decided by the school from which the student comes. In addition, therefore, to the entrance units required for admission, no student will be accepted without a specific recommendation by his last high school teacher that he is qualified and that he be admitted.

The faculty has also passed a recommendation from its entrance committee raising the entrance units required from fourteen to fifteen, beginning with the year 1918. We feel that this step is justified by the record made by our entering class this year. Ninety-one per cent of those admitted have four full years of high school preparation.

The levels of work required after admission are in like manner steadily being raised to keep pace with the advancing national standards. In the School of Medicine, two full years of college work are now required for entrance.

The course in the School of Pharmacy was last year increased to three years. The report of the Dean recommends that the entrance requirements be raised, and it seems advisable that the recommendation be adopted. The great handicap to proper professional training in pharmacy, as in law in this State, is the absence of a genuine professional feeling among those who practice it.

The fact that two women are registered in the School of Pharmacy has some significance in that it is the first time women have taken up the study of this profession here, or elsewhere in the South, so far as I know. It opens a field that is well adapted to their needs, and singularly neglected by them hitherto. Women have received training now in each of our professional schools, and have done excellent work in each of them. Ten women have studied law here in the last few years.

The Dean of the School of Law again recommends

the addition of a third year to the two years now offered. I believe that this recommendation should be adopted at the earliest possible moment. That a need for further training is felt by the students is shown by the increasing number who are going to Harvard and Columbia, but even more important is the consideration that the influence of better preparation on the life of the State in lifting the professional status of so influential a profession would be tremendous.

**THE PROBLEM
OF GROWTH**

The facts of the growth in the amount of work done by the University and the increase in the numbers taught, in spite of advancing standards, are presented as physical facts, bearing on the additional stress to which the plant is put. The physical "load," it may be fairly estimated, is double that of five years ago. As to what expectancy we should provide for in the future, the chief evidence is this: the number in the State high schools has grown from 5,000 to 10,000, and the number in the four-year high schools, our direct source of supply has grown from 400 in 1908 to 6,500 in 1915-16.

**REPRESENTA-
TIVE NATURE
OF THE
STUDENT
BODY**

A brief analysis of the figures of registration will indicate that the student body is to a remarkable degree representative of the whole State. Ninety-two and six tenths per cent of those registered come from North Carolina; 94 out of the hundred counties are represented in the regular session, and 93 are represented in the summer session. Every county in the State is represented in one or more of the University's educational activities.

The student body is representative of the State not only in its distribution, but in the denominations, the professions, and the degrees of wealth it represents. The leading denominations represented are the Baptists, with 317, and the Methodists, with 315. The sons of 386 farmers, 168 merchants, 63 lawyers, 50 doctors, 48 manufacturers, 36 ministers, 33 public officials, 27 bank-

ers, 25 mechanics, 23 teachers, 20 railroad men are in the student body.

The four leading professions—law, medicine, teaching, and preaching—are represented by 172 students; the four leading occupations—farming, merchandising, mechanics, and railroading—by 599; bankers and manufacturers are represented by 75; salesmen, real estate and insurance agents, printers, contractors, fishermen, butchers, lumber dealers, and bookkeepers by 106.

It will be clear from this record that the impression that sometimes prevails that institutions of higher learning are patronized only by the well to do, and are for the service of the professional classes only, is not justified. A large per cent of the students have a little less than it is necessary to have in order to go through college, and the great majority have less than it is comfortable to have. Seventy per cent of the men in college last year earned \$50 or over of their expenses and 140 applied for work as waiters at Swain Hall this fall. Self-help work of any sort is neither a matter of shame nor a matter of pride. It has passed the self-conscious stage, and is accepted as no more remarkable in college than outside.

On account of these conditions we have recognized the importance of keeping down the living expenses of the students to the lowest possible point. The college puts no money into these living expenses, but it assists in certain coöperative enterprises, under the efficient direction of its Business Manager. Board is provided at Swain Hall at \$12.50 per month. The fact that excellent board may still be had under advanced food costs, at this low figure is a strong influence in keeping down the cost of board in the private boarding-houses, where most of the students board. Last year a coöperative book-store for handling text-books was organized by the Y. M. C. A., and then taken over by the college. After all expenses were paid \$1,000 was returned to the stu-

LIVING
EXPENSES

dents on a profit-sharing basis. The 512 students taken care of in the dormitories get lodging at a reasonable figure. The increase in accommodations from 484 last year to 512 this year was accomplished by allowing three occupants instead of two in the rooms in Vance, Battle, and Pettigrew dormitories. We are able to help students of approved worth and need by means of the Martin and Deems Loan Funds. An average of one hundred men a year are helped in this way.

Summarizing this important matter, it may still be said that a student may go through the University comfortably at a total cost of \$300 a year, and I think it certain that the average cost throughout the country to the student for a similar quality of service is not less than from \$400 to \$500.

**STUDENT LIFE
AND CONDUCT**

With a student body of the sort outlined one would expect to find student life and conduct less interesting as a spectacle than student life of, say, fifteen years ago. And such is the case. The romance of college life that clusters about the more or less amiable law-breaking and irresponsibility of a decade or two ago, does not exist any more as a feature of the college scene. If one wants college local color, he will find little of it in present college life. Mainly it is found in alumni reminiscence and in college fiction of the nineteenth century. This does not mean that college life of today lacks human interest. It has that to a far richer and deeper degree than in its period of juvenile brigandage. It lacks the jaunty air of romance in the same way that democracy lacks it; but it has beneath its somewhat gray and commonplace surface the quick currents of courage and sacrifice and adventure running full and strong. The point is not whether the men who wait on the table at the college commons, or tend furnaces, or cut wood and do similar unpicturesque jobs are any better men than the men who painted Professor Mitchell's horse (in the days of Professor Mitchell and of horses), or

the men who put the cow in the belfry, or stole Doctor Ball's turkey. Nor is it whether these of the present generation will make bigger men. The point is simply that student life has undergone a remarkable change, and that the typical college student of today is a different sort of person in his college conduct from the student of an earlier generation, and in his attitude toward college life. College life has become more open, and less protected and less privileged, and much more like life on the outside. The sort of ethics that permitted good men in college to do what good men outside never did has been practically discarded; while that fine (and occasionally Quixotic) honor that forbade any college student to do what some acceptable citizens outside constantly do is fortunately preserved.

| College men have not yet become too good for the rough uses of this world, but they have made rapid progress in the development of a normal, healthy, responsible, and, at the same time, happy manhood. These new standards of college life and conduct have brought about this important result in the administration of the college: punitive discipline for deliberate misconduct practically does not exist. This fact means, in addition to whatever good results may be inferred from it in student work, that a tremendous amount of time is saved for college administrators who ought to be able to devote their energy to more profitable tasks. With advancing student standards, there has been a steady readjustment of the center of the administrative control of student conduct. Self-government has more fully come to itself, and, like self-support, has passed the self-conscious stage. Affirmative policies of government (to put it briefly) have taken the place of negative policies; faculties have learned that the standards of students are high, and that what is needed is confident and competent leadership, rather than fearsome prodding. |

There are times when such a policy would be folly.

Perhaps at all times it has an element of danger. Every big human policy is dangerous, for the reason that it is a human and not a mechanical policy. The test is whether it works. Whether it works depends on a number of things, one of the most important being the nature of the material it works with.

Last year, on the recommendation of Dean Stacy, the faculty abolished here the system of "grats." By this so-called system a man was allowed to miss three recitations in the course of a month. If he had over three, he was put on probation. In place of this rule was put the simple statement: "Students are expected to attend all duties." No penalty for failure to meet this expectation was provided, and it was assumed that none would be needed if the students felt that the college seriously regarded class attendance as a personal obligation, and not as a matter of rules. Perhaps it may be felt that there is no difference except in favor of the greater definiteness of the "grat" rule. There is a real difference, however, in attitude, and the essential question is whether this attitude can be, as students say, "put across." Absence records for October and November of this year, the only two full months of completed record, show less than one absence per student per month from any duty. The average number of class duties per student per month is about seventy-five.

I venture to say that the men in college in the country at large are the most serious, the most steady, and the most easily controlled men of their age to be found.

If this appears too good (or too uninteresting) to be readily believed, it may be stated that in addition to full schedules of college duties, students of the University of North Carolina have for the past ten years kept up throughout the winter from seven to ten Sunday schools, covering a radius of six miles from Chapel Hill; that last fall they taught six moonlight schools with 300 pupils enrolled; that they have largely supported for

the last six years one of the most influential young missionaries in China—a former student; and that they regularly conduct Sunday schools, night schools, and a Y. M. C. A. for the negroes. During this fall they have run a free lecture lyceum for seven churches and schools in the country around, furnishing twenty-five lecture entertainments to audiences numbering 1,040. All of this they finance and do wholly of their own initiative.

There is no thought of claiming that this work and these students are extraordinary. On the contrary, what I observe here I take to be characteristic of similar institutions throughout the country. I record these observations to emphasize my belief that the North Carolina college student that the educational awakening of fifteen and twenty years ago has called into being in rapidly increasing numbers, is easily the most promising and productive material of all our natural resources.

The question of what studies these students are pursuing, and what tendencies one may notice in scholarship that mark a change from the intellectual interests of the students of five or ten or fifteen years ago may only be touched on here. English and modern languages lead, the laboratory sciences (with chemistry a marked and growing favorite) follow, and then history and economics, philosophy and allied subjects, mathematics, and the classics. Latin shows a decrease, although the registration is still large (277); and Greek shows a heavy loss.

This distribution is partly due to the prescribed studies in the courses outlined for degrees, and partly to the free choice of students. Of the present Freshman Class, 213 apply for the A.B. degree. Of these, 12 take Greek and Latin, 134 take one modern language and Latin, 67 take two modern languages, but neither Latin nor Greek.

The grouping of subjects of study leading to the A.B. degree, and the regulations providing for concentrated

study in the three groupings of courses adopted by the faculty two years ago appear to be working well, and remain unchanged.

HONORS

Attention was called last year to the introduction of the plan of Reading for Honors, by which students of unusual ability and intellectual curiosity would not be held back by the restrictions of the regular courses of the curriculum but would be given wide and independent reading, and stimulated along lines of independent investigation. Twelve students have registered in this honors course in the division of language and literature. Extremely valuable work is being done here in the matter of giving vital contact with the content and the spirit of liberal learning. A seminar in Literary Criticism, conducted by Dr. J. E. Spingarn, in connection with this honors course, was attended by twenty-four students, and the course in Comparative Drama, conducted by the various professors in the language division, is attended by forty students.

LECTURESHIPS

During the last two years, by means of our endowed lectureships and in other ways, we have been able to bring to the University community and to the State an unusual number of the intellectual leaders of the country. Among others may be mentioned: John Dewey, W. H. Taft, Alfred Noyes, Bliss Perry, G. B. McClellan, Hugh Black, F. J. E. Woodbridge, Talcott Williams, John R. Mott, Walter Williams, Dr. J. A. Macdonald of Toronto, and E. A. Loew of Oxford University.

The Southern Exchange Professorship, instituted several years ago in coöperation with three other Southern universities, is continued this year. Last year our faculty sent Professor H. V. Wilson to the University of Virginia, and received Professor Patterson Wardlaw from the University of South Carolina; this year, Professor H. C. Tolman comes to us from Vanderbilt, and Professor William Cain represents us there.

In what is often the most difficult to adjust of student activities—the activity of athletics—I feel that the situation is entirely satisfactory. There is no conflict, of any sort, between the standards that the faculty wish maintained and those that the students, or the alumni, or the athletic managers wish maintained. There has been between all of these interested factors a fine spirit of sympathetic understanding and coöperation.

1 Last year at a meeting of representatives of the alumni, faculty, and students an athletic policy was adopted in general outline as follows:

1 That a general director of athletics be secured of the highest type in ability and personality, to have administrative charge of athletics; that under his leadership especial emphasis be laid on the general participation by all students in athletics; that adequate facilities be provided for the whole student body to play games; that the highest standards of sportsmanship be steadily insisted on, not only in theory, but in every detail of practice; that the insistence of the faculty on high scholastic standards for athletes be endorsed, and the support of alumni urged in maintaining these standards at all times; that competent instruction be provided for every branch of sport, and that the development of high school athletics be encouraged by the alumni in coöperation with the alumni of other colleges, entirely apart from the consideration of where the students expect to attend college; and, that the alumni may coöperate heartily and fully with authorities in putting these principles into full practice, future meetings such as this for consultation be called. The meeting also expressed its desire to promote progress in athletics in the State and section through coöperating in every possible way with other colleges, and encouraging confidence and friendliness in all athletic relations.

These generalizations of policy and the specifications on which they rest are all worthless except as they are put into practice.

Since this meeting a full year of athletics has passed. The policy outlined has been followed with conspicuous

success under the administrative direction of Mr. T. J. Campbell, the Director of Athletics, and Mr. C. T. Woollen, the Graduate Manager. Our intercollegiate teams have won their full share of victories, our relations with all of our opponents have been of the friendliest nature, intramural sports have been developed, and the factional differences common in athletic management have been entirely absent.

This year the requirement of one year of residence in the college before any student may represent the University in a major sport went into effect. We believe that the results from this rule will in many ways be beneficial, and more than justify its temporary self-denials.

The test of an athletic policy is, after all, simply whether the college is represented on the field by men in every way truly representative of the college; and whether the spirit and conduct of these representative men and of the student body in intercollegiate relations are so genuinely and generously sportsmanlike and gentlemanly that they will stand the severe tests of victory and defeat. All sound athletic rules have this sort of representation in mind, and of these rules the one-year rule is one of the most important.

THE SUMMER SCHOOL

That division of the instruction given by the University during six weeks of the summer has had a growth so remarkable in the past few years that it commands the attention of any observer not only of University development and educational development in the State, but also of any one seriously interested in the progress of the State. Here is the record in the figures of registration:

1907	1908	1909	1910	1911	1912	1913	1914	1915	1916
36	53	76	99	225	463	500	596	731	1,050

This growth is not the result of activity in advertising, nor of superficially attractive "features," nor of ex-

tra financial inducements offered to students—though careful coöperative management has kept down the cost. It has been due to a real desire on the part of a great number of teachers in the State for better equipment, and to the sympathetic understanding by the Director and his advisers of present educational needs.

The school has grown not only in numbers, but in seriousness of purpose, and has steadily developed into the fashion of regular University work. About one-third of the students were registered in the University credit courses offered. Final examinations were taken by 600; 895 were teachers. A large proportion had attended a previous session or sessions of the Summer School. Of the 1,052 in attendance, 1,022 were from North Carolina, and represented 93 of the 100 counties. The total cost to the students for the six weeks session (including railway fare) was about \$50 each—a small amount, but no inconsiderable part of the total earnings of many of them for the previous year. One hundred and fifty applied for the 74 places open to dish-washers and waiters at the college dining hall.

It is obvious from these facts that there is a great demand for this summer use of the University and for all of its facilities, and that in certain essential particulars the Summer School as it has developed strikes at some of the main roots of our educational difficulties, and so of State progress. Not to see to it that it is given freedom to grow, when the vigor of its impulse to grow is so strong and the lines of its healthful growth are so clear, would be the last word in shortsighted policy.

In this connection there comes to mind an interesting bit of State history, not generally known. The first summer school established in connection with any college or university in this country was established here by the State in 1877. It had an appropriation of \$2,000 from the State, ran for eight summers with an

**AN INCIDENT
FROM
HISTORY**

average attendance of 300 students, and exercised a powerful influence, directly and indirectly, on the development of the whole public school system. From this summer school and the University activities of its decade sprang directly the educational revival that aroused the State, and indeed the whole South. In the last session of this summer school 64 counties were represented. It stopped because the appropriation was divided in order that sectional summer schools might be started at Asheville, Elizabeth City, and Newton, and students saved railway fare.

The plan adopted was completely successful in so far as saving railway fare was concerned. Suppose, however, a larger policy had been in view. Suppose a summer school had been planned worth traveling 100 or 500 miles to attend, and that as it developed means had been provided for it to grow as its needs and its use of its means justified during the forty years that have passed!

Had it gone on, and been wisely guided, there is no reason why there might not have been realized here a great national summer school, or at least a great Southern summer school instead of being merely the first example of a movement that became in other hands one of the important features of national education. (The reason that it did not so develop here in North Carolina, and give to the State the prestige of leadership, and the incalculable value of its growing service, was not, let it be frankly recognized, that the State lacked means to give it all it needed: it was lack of the courage of investment, the courage of leadership, and the courage of growth toward greatness.

**THE PRESENT
SITUATION**

The present situation is much the same. The Summer School is now one of the three largest summer schools in the South. The sum available for its use is one-third of that available for other similar summer schools. The cost of its maintenance last year was between \$3 and \$4 per student. It has reached beyond

the limit of its present means. It turned away 250 applicants last summer. In order to meet immediately pressing needs the Director asks (1) for more rooming accommodations, and suggests building temporary quarters for men; (2) for an increased faculty; (3) for credit courses in elementary education to be supplemented by correspondence courses; (4) for an eight weeks session for credit courses, instead of six; and (5) for the future development of the school two sessions of six weeks instead of one. All of these needs, except the last, are immediate, and are unquestionably wise. They should be provided for before the coming summer.

The report of the Director of the Bureau of Extension, Dr. L. R. Wilson, gives in full and interesting detail the activities of this division of the work of the University during the past two years. The attitude of the University in making its resources fully available to its whole constituency has been explained in the two previous reports to the Board, and need not be reviewed. What is more important now is to state what has been accomplished. Our general policy has been based on the belief that it is the function of a university to serve as fully as possible the higher needs of all the people, and that in the practice of this principle in extra-mural work, we can get the highest per cent of productivity when our extension grows out of the daily activities of our regular University departments.

EXTENSION

The report of the Director makes clear what these activities are, how they are administered, and how they have grown. I summarize the more important features of it briefly:

1. *General Information.*—Answering questions, sending out pamphlets, books from the Library, and in general making the Library available to the public. Persons outside the University to the number of 5,426 have been served in this way in the past two years.

2. *Public Discussion and Debate.*—The extraordinary activity of this division has been due chiefly to the High School Debating Union. Eight thousand letters, 3,900 bulletins, 7,600 public documents have been sent out. The extent of this activity in arousing public discussion is indicated by the fact that 2,300 debators have participated in the debates in these two years, speaking to a total audience of 175,000, in 94 counties. Debating unions in five other Southern States have grown directly out of the North Carolina Debating Union. Two of them are managed by North Carolina graduates.

3. *Correspondence Study.*—Excellent work has been done by Dr. L. A. Williams and his assistant, Miss Roberson, in this division, but the courses have been limited on account of the expense necessary to expansion. Its registration could be increased indefinitely, and its service made of tremendous value, if the means were at hand.

Reading circles for teachers are conducted in fourteen counties by personal visit and by correspondence.

4. *Public Lectures.*—Three hundred and fifty lecture engagements were filled by members of the faculty.

5. *The North Carolina Club.*—This organization, under the direction of Professor E. C. Branson, has made notable progress in its intensive study of North Carolina, and the investigation of the social and economic conditions in the State. One hundred and seventy-three of these studies have been made and published; and 62 booklets of county studies have been completed and carried to the people in the home papers, in addresses, in bulletins, and in the *News Letter*. The circulation of the *News Letter* has grown from 3,000 to 9,000 weekly. Valuable bulletins issued by this department are *Home County Club Studies*, *Our Country Church Problem*, *The Carolina Highlander*, *North Carolina Club Year-Book, 1916*, and *Country-Life Institutes*.

6. *Educational Assistance.*—The School of Education has been of increasing direct service to the schools of the State in many ways: through school surveys, addresses (150), a teachers' bureau, answering letters for educational assistance (600), the publication of the *High School Quarterly*.

7. *Institutes and Conferences.*—During the course of the past year or two a large number of institutes and conferences of workers engaged in various fields of constructive endeavor have met at the University under the supervision of some University department for from three days to a

week. The first of them was the Good Roads Institute, organized several years ago. This year 127 were in attendance for a week, from 43 counties. The Country-Life Institute registered 212 people, 21 ministers among the number. The most recent, the Newspaper Institute, was entirely successful. More important perhaps than either, because of the scope of the undertaking, was the post-graduate courses for practicing physicians, given in coöperation with the State Board of Health in twelve towns of the State throughout the whole summer. One hundred and eighty-five doctors took these courses.

The extension work has more than justified itself. Under any circumstances, the development of extension work along truly productive lines is beset with difficulties; under circumstances that were necessary here, it seemed hardly possible for it to maintain more than a bare existence. On the contrary, a casual reading of the Director's report will make evident the fact that so wide and vigorous has the reach of this strong arm of the University become that it is already an important factor in the intellectual awakening of the State. The extension committee in choosing what it should do, and how far it should go, and what it should not do, has avoided the many dangers involved in extra-mural work, and has acted not only with wisdom, energy, and originality, but also with remarkable economy. It has won the abundant approval of the State. It has been accorded notable recognition in the country at large. When measured by the best available university standards, it appears to be unusually productive. Its cost is small compared to all figures of cost as given in the bulletin of university extension issued by the United States Bureau of Education. Its future is simply a question of means. |

CONCLUSIONS
AND RECOM-
MENDATIONS

The Director asks for additional faculty assistance, for additional clerical aid, for the means to develop the correspondence division, and the expansion of all the Bureau's present activities along conservative lines of

growth. I trust that you may give his report a careful reading, that you may see clearly the nature and magnitude of the work, and judge of its merit, and so give the counsel and practical coöperation necessary to carry it successfully forward.

THE FACULTY

The center of all these University activities is the University faculty. The faculty is the creating and continuing source of all that has real value in the institution's work. This fact is obvious and commonplace enough, but it is necessary to repeat it and reëmphasize it as long as the habit persists of thinking that what gives distinction to college education is that the place where it is given is called a college. The differences that exist in the quality of the service that colleges render and in their real success are as varied as the differences in any form of business or other organized human enterprise. No divinity hedges about a faculty, exempting it from the normal laws of growth and decay. The group of persons that compose it is unfortunately so merged and leveled by standardization as to somewhat lose individuality from the outside point of view; but the faculty group is made up of nothing but individuals, each unit a positive or negative factor in the sum of the institution's whole present worth: its genius for investigation, its power to teach and to impregnate youth with the passion for truth and the methods of truth-seeking—in a word, for that service that is the soul of progress in a democracy.

The proportion of those individuals in the faculty who are real persons—who are able, energetic, productive human beings—to those who are not, determines whether the institution has the fruitful, growing life of leadership that it ought to have, or whether it is mediocre and barren, spelling out its task as a stenciled imitation, merely, of institutions that vitally count in the work of the world.

If it is a fact that the faculty is the heart of an institution's life, it is then the unpardonable sin of university administration to fail to accept certain practical responsibilities that necessarily follow it. |

The first responsibility rests upon the faculty itself: the necessity for each person in the faculty to produce work of distinctive quality in some legitimate field of university endeavor.

**FACULTY
RESPONSIBILITY**

As a whole, our faculty, I confidently believe, gives evidence in the work it has done and is doing that it realizes this responsibility. It has worthy representation in State and national public-service activities, and has had extraordinary recognition in national scientific societies. At the end of this report is appended a list of the publications and addresses by the faculty during the past year. This, in a measure, is a criterion of the work done outside of the classroom by the individuals in the faculty, and I trust you will give it your interested attention.

In addition to the books and published articles listed there, the following journals are periodically issued from Chapel Hill under the auspices of members of the faculty:

The Journal of the Elisha Mitchell Scientific Society,
The James Sprunt Historical Monographs,
Studies in Philology,
The North Carolina High School Bulletin,
The Alumni Review,
The Carolina Chemist,
The Carolina Pharmacist,
The University News Letter,
The University Record (bulletins).

The second practical responsibility that follows from the fact that the faculty is the heart of the institution's life rests upon the Trustees, acting in behalf of the State: to see to it that the college gets and keeps the best possible men, that it cultivates the best in its

**THE RE-
SPONSIBILITY
OF TRUSTEES**

younger men, and that it surrounds all of those individuals who compose the faculty group with conditions that keep the best men at their best. This means that no man should be advanced without a clear affirmative reason that distinguishes his worth in some important particular from the level of the thousands who crowd the teaching profession; and it also means that if a man's work is distinctive he must be justly appreciated and certainly rewarded. For a college to earn a proper return on its investment, it must set as its highest obligation this task of maintaining such conditions as keep the best men at their best.

The most concise summary of these conditions is freedom. For the first thing, freedom from any restraint in reasonable thought and action. In this respect our State and Trustees have acted with great wisdom, and their course has been in every way splendidly justified.

The faculty should also have freedom from an excessive mass of routine work. This is a question of whether the number of students, and consequently the amount of teaching and outside duties, is so excessive as to deaden a man's initiative and productive vitality. It means simply that the number of faculty members should increase with the number of students. I give here the number of men in the faculty for the past seven years, divided in the three main groups:

	1910-11	11-12	12-13	13-14	14-15	15-16	1916
Professors	34	34	35	38	38	37	36
Assoc. and Asst.							
Professors ..	14	13	10	10	14	13	13
Instructors ...	13	12	14	14	14	17	17
	—	—	—	—	—	—	—
	61	59	59	62	64	67	66

The number has not proportionately increased. Always, within the period of the past ten years, "the teach-

ing load" has been greater here than that in institutions of similar standard elsewhere.

The condition of freedom for productive results means also freedom from the worry incident to a salary scale too low to admit of reasonably comfortable living.

Our salary scale for our best men has always been recognized as too low; but with the rapid increase in the cost of living, and with the advance in faculty salaries elsewhere, it becomes absolutely necessary that some adjustment be made between the quality of the service rendered and the return received. Good men not only cannot do their best work when they are harassed by unpaid bills; but they cannot stay and work with us at all. Competition with other institutions, all other questions aside, requires us to face the fact that real persons of power are worth what they cost—in education even as in business or in the other professions, and that in the long run an institution makes clear what it thinks good men are worth by what it pays them. SALARIES

I do not mean that the place where teachers will work, or that the quality of the work they do, is determined absolutely by what they get. The record of our faculty makes it clear that such a statement would be grossly untrue. Nor do I mean that no State should ever take a good man from North Carolina. It is the duty of North Carolina to contribute its share of good men to larger fields of service in the nation, just as it is her duty to make due contributions of knowledge to that common stock of knowledge on which she freely draws. We rejoice that we have made our contribution of good men to other sections and to the nation, and we trust that we shall always continue to do so. But it is painfully clear that we have lost more than our share, and lost some of them simply because other States valued them and their service far more highly. If we review the names of the men that we have lost in the past ten

years, I believe that there will be emphatic agreement that no State in the Union is rich enough in men nor poor enough in means to have let them go. To have let them go was a form of stupid extravagance that no organization other than a public educational enterprise would find it necessary to commit.

**Dr. CHARLES
HOLMES
HERTY**

The latest loss we have suffered from our faculty is that of Dr. C. H. Herty, head of the Department of Chemistry, who resigned on December first to undertake the editorship of the *Journal of Industrial and Engineering Chemistry* for the American Chemical Society. Doctor Herty had just concluded two terms as President of the Society, and had in that important capacity so proved his worth to the cause of chemistry in the nation that the Society insistently called him to this larger field of service. For the past ten years he has given himself unreservedly to building up a great department in the University of North Carolina, to every form of sympathetic helpful service to the students, to the town, to the State at large, and to the South. It is altogether unnecessary to say that the place of such a man will be more than hard to fill.

**OTHER
FACULTY
CHANGES**

Professor A. H. Patterson, head of the Department of Physics and Dean of the School of Applied Science, returns after a year's leave of absence. Dr. J. Henry Johnston, assistant professor of education; Mr. John L. Champion, instructor in German; Dr. A. P. Happel, instructor in romance languages; Dr. J. M. Steadman, instructor in English; Mr. J. W. Lasley, instructor in mathematics; Dr. C. W. Keyes, instructor in classics; Mr. W. W. Kirk, instructor in biology; Mr. B. F. Auld, instructor in mathematics, are members of the teaching staff this year who were not with us last year. Dr. E. A. Harrington, who took Professor Patterson's place, does not return; Dr. J. M. Booker is absent on leave; Dr. O. P. Rein, Mr. V. L. Christler, Mr. W. C. George, Mr. E. F. Parker, Mr. H. W. Collins, Mr. P. H.

Epps, and Mr. Edgar Long have resigned. Some of them are taking work for advanced degrees; others have accepted better positions than they had with us.

During the past year the University has received numerous gifts, of which the following are notable: A gift of \$20,000 from Dr. Joseph Hewitt of the Class of 1899, given in honor of his father and mother, to establish a loan fund for worthy students; a gift (valued at \$5,000), from General J. S. Carr, '66, of a fellowship for that member of the Junior or Senior Class who has worked his way through college the first two years, and whose scholastic work is of the highest order; an additional gift to the Weil Lectureship from the families of Henry and Sol Weil; additional gifts to the Alumni Fund, increasing it for the first year to \$3,500.

GIFTS FOR
1915-16

I believe that with the proper effort the Trustees and others interested could greatly increase the equipment of the University if they would call the attention of men of wealth in the State to its work and its needs, and the productive use it is making of its resources. There was a time when the State had practically no men wealthy enough to do for the University what the men of the North and East have done for their great institutions, and through them for their States. That time has passed. There are now a hundred men in the State who without personal sacrifice could perform a service of noble and enduring patriotism, and so permanently honor their own names, by investing a small part of what they have earned in some form of beauty and usefulness on this campus. More and more our men of wealth, whether alumni or not, will see the wisdom of this means of public service.

This is in outline the record, in so far as it can be given in brief review, of the work of the institution in the regular term, the summer term, and in outside ac-

SUPPORT

tivities, as carried on by the faculty during the past year. For the two years ahead the demands made upon us will be greater and our opportunities far greater and richer. The rapidly multiplying number of high school students in the State makes this certain, as does the fact of a new spirit of understanding and coöperation in the work of the University generously evidenced by all classes of our people.

In order to meet our great obligations and opportunities we must have money. We must squarely face that as the issue between our desire fully to develop the whole life of the State so that it may find a worthy place in the competitions of the Nation and the world, and our success in satisfying that desire through education. Certainly this institution cannot continue to grow without greatly increased support. It cannot refuse to grow without sacrificing some of its finest qualities.

May I ask your attention to a brief statement of what the support is at present, and how it compares to the cost of similar service rendered in other States, and what the total cost of our University to our State has been?

Two years ago the Legislature gave the University \$115,000 a year for maintenance for 1914-15 and 1915-16; and \$30,000 a year for permanent improvements and debts. Forty thousand dollars of this, it was stipulated, must be spent for notes incurred for the purchase of land. This land purchase is the only money the University ever spent for land. The 600 acres it owns were all given to it. There has, therefore, been in the past two years no new construction, except the athletic field (a gift) and the power house. The rebuilding of the power plant was undertaken as an absolute necessity, following the condemnation of the old plant. Our building needs were fully outlined in my report for 1913, and in that of the Business Man-

ager. They are given in detail by the Visiting Committee in that report, and need not be repeated here.

Our current deficit on maintenance is \$12,600. This is approximately the difference between the budget presented two years ago and the amount received. The budget asked for was cut down to the lowest possible figure, and the running expenses further reduced by not supplying for the year the place of Professor Bain (in Greek), who died; Professor Judd (in education), who resigned; and by employing an associate professor to supply for Professor Patterson. The total difference saved in these items was \$4,400.

But whatever the circumstances of its present financial need, the University realizes that the fact must be clear that it has used its funds both carefully and wisely. Economy it gladly accepts as a primary obligation resting upon it. It has urged investigation as to the expenditure of its funds. To this end it has welcomed criticism of any and every detail of its business, with the thought that no one could be quite so much interested in where it might save money as the institution itself. Your Visiting Committee has made an investigation and a full report. The State Board of International Improvements has made a personal investigation of the property and its condition. The result of these investigations, together with reports made in recent years by other boards and Government experts, are available. **ECONOMY**

Every business survey of the University that has ever been made by State boards or national investigators has given emphatic testimony to the unusual economy exercised in the handling of its funds and the efficiency of its business administration.

As to the quality of the work that it gives the State for the income it receives, there is abundant testimony. It ranks without question with the best of the Southern universities. Certain conclusions may be drawn as to

COST COM-
PARISONS

the economy of its administration by comparison with other carefully managed State institutions.

From an investigation made two years ago, it was doing its work on 33 per cent less per student per year than the average cost in Southern universities.

The University of North Carolina's total income last year was \$220,661, and \$75,661 of this was from sources other than the State. That of Virginia and Texas (the other leading Southern State universities) was \$560,258 and \$602,607, respectively. The operating budget of the University of Texas for this year is \$825,000; its building budget is \$3,000,000. Its student body is about double that of the University of North Carolina; that of Virginia is slightly less than North Carolina's.

Eleven of the Southern universities have larger working incomes per student than the University of North Carolina. Georgia's is 76 per cent larger, Mississippi's 101 per cent, and Virginia's 141 per cent.

Among the twenty-five State universities and A. and M. colleges in the South (figures from the *News Letter*, based on Bulletin 6, 1916, U. S. Bureau of Education), the rank of our University in working income per student is twenty-second.

<i>Rank Institutions</i>	<i>Working Income Per Student</i>
1 Arizona State University.....	\$1,299
2 Virginia Polytechnic Institute.....	709
3 Virginia State University	592
4 Texas A. and M. College	543
5 Mississippi State University.....	502
6 New Mexico State University.....	457
7 Georgia State University.....	433
8 New Mexico A. and M. College.....	410
9 Georgia School of Technology	409
10 Florida State University	393
11 Mississippi A. and M. College	390
12 North Carolina A. and M. College.....	333
13 Arkansas State University	317
14 Alabama Polytechnic Institute.....	315
15 Oklahoma A. and M. College.....	315

<i>Rank Institutions</i>	<i>Working Income Per Student</i>
16 South Carolina A. and M. College, Clemson	302
17 Louisiana State University and A. and M. College	293
18 Tennessee State University.....	287
19 Kentucky State University	279
20 Texas College of Industrial Arts.....	255
21 Alabama State University.....	253
22 North Carolina State University	245

The amount of State support given to six Southern universities and six Western universities two years ago is given in the following table.

Texas	\$365,246	Kansas	\$ 585,000
Arizona	296,298	Iowa	767,200
Kentucky	205,977	Nebraska	951,000
Mississippi	172,500	Ohio	1,041,482
Oklahoma	170,615	Michigan	1,429,800
Georgia	155,500	Wisconsin	1,735,928
North Carolina.	145,000	Minnesota	2,063,913

The tremendous difference is not a difference in ability to pay. The following table throws light on the extent to which the tax burden for university maintenance falls on every thousand dollars of taxable property in the Western as compared to the Southern States. Two-fifths of all the white property owners in North Carolina paid less than nine cents a year to University support.

Mississippi	\$0.39	Washington	\$0.46
South Carolina....	.323	Montana .....	.49
Arkansas .....	.32	Michigan .....	.52
Louisiana .....	.24	Wisconsin .....	.53
Kentucky .....	.23	Iowa .....	.90
Florida .....	.204	Minnesota	1.21
North Carolina....	.18	Nebraska	1.98

Nebraska, a State with a white population 350,000 smaller than that of North Carolina, spends \$1.98 per \$1,000 of taxable property for University support,

where we spend 18 cents. Nebraska is less than half a century old, but in forty-seven years she has invested \$2,467,688 in university properties, and in 1915 appropriated \$951,200 to university support. Her people have built one of the really great universities of the country in a very few years. They believe in university education. But Nebraska also believes in common school education. In 1909-10 she was spending for this purpose \$6.27 per inhabitant against our \$1.38, and next to Iowa she has the smallest rate of rural illiteracy in the United States—1.7 per cent, against 19.6 per cent in North Carolina.

Nor is the difference less when comparisons are based on the proportion of the total funds for public education that go to the State universities in the various States. Of the 44 State institutions that receive appropriations, the University of North Carolina ranks thirtieth in the per cent received of the total school fund. The per cent varies from Nebraska, with 40.5, to North Carolina, with 8.1.

On the basis of per capita support, the rank of the State in University support is thirty-ninth. In this respect the States vary from \$1.20 in Arizona, \$0.92 in Minnesota, \$0.76 in Nebraska, \$0.70 in Wisconsin, to \$.061 in North Carolina.

Another factor in this matter of University support is the contribution made from sources other than State funds to the upbuilding of the University of North Carolina.

The State did not contribute to the material construction of the great plant here until 1905. Of the 29 buildings on the campus, 22 were built by private gift and subscription. Of the recent buildings constructed, the following were erected by other than State funds: The Carr Dormitory, the Smith Dormitory, the Alumni Building, the Y. M. C. A., the Library (and its endowment), the Gymnasium, and the Peabody Building.

Through the century that the University has served the State, the State has put into it in the way of permanent improvements \$422,000. It has to show for this tangible property values of \$1,154,025, and an endowment of \$101,000—by conservative estimate, three times the amount the State has spent.

| What remains after reviewing the work of the University and the cost of it, and its prospects, is to ask in simple terms of business necessity what support we may expect for its future work.

WHAT OF THE
FUTURE?

The State has the unquestioned right to say what sort of University it wants, and what amount and quality of education it wants. But the amount and quality that it wants should be clear; for what it will get is not governed by accident, but is the inevitable result of State policy and practical provision and determination in carrying out its desire. We need, above all else, to get clear our true conviction in regard to all of our educational enterprises: whether we are promoting them as a sort of conventional necessity or whether we believe what we say when we say that education is the life of democracy, and therefore, to be judged in the swift, inevitable terms of life and death, and not bargained for in the impersonal, fumbling compromises of conventional charity.]

I have presented the University's part in this educational work not with the thought that its development is the only consideration. Such an attitude would be impossible from the University point of view. In that view, the welfare of the common schools, the high schools, the farm-life schools, the normal schools, and of all of the educational institutions of the State, and the University's own welfare are one. The University believes that each one of these educational interests should have precisely and fully what it needs. No interest of

any educational enterprise in the State can be in conflict or competition with the interest of the State University, for they are all a part of one life, which must be conceived of as whole, unified, and complete. † There is but one issue to be met from the University's point of view, and that is, whether we believe in education in the genuine terms that alone accomplish the results we strive for.

If the institutions are not the sort we want, if the men at the head of them do not guide them so that they open up development ahead for fruitful investment of money, they should be supplanted by those who can give us the leadership and the results we need; but if they are, they must be supported in the great terms that alone produce great results. For these necessary results, men are always willing to make the necessary sacrifices.

**IS THE STATE
TOO POOR TO
PAY FOR WHAT
IT MUST HAVE?**

If North Carolina needs and wants greatly to extend and deepen its educational activities, there is no issue of poverty involved. North Carolina is sufficiently prosperous. It is spending money for what it wants. During 1915 it spent more for the upkeep of automobiles than for the salaries of public school superintendents and teachers combined.

North Carolina has just as much money to spend for education as it wants to spend for education. But even if it were not prosperous, poverty is not an excuse from but a reason for education. What John Owen said in 1830 is as tragically true today as then: "It is a policy that has kept the State in ignorance and the poor in poverty."

Let us have done forever with this fatally inverted logic. What we spend is a question of our preference in terms of our wise or unwise choice, and the inevitable index to our desires. A Christian may as well say that the church is too poor to be honest as for a

citizen of North Carolina to say that the State is too poor to educate, and to the limit of its desire.

There is no other issue in North Carolina public policy today but this fundamental issue of education. The permanent names in North Carolina statesmanship are those of men who put not words alone but their lives behind the great steps in our educational progress. This is plainly because the fundamentals of democracy have all of their vital roots in education. Equality of opportunity is there, and there alone. To talk of equality of opportunity in circumstances that now exist in our Southern States is political cant.

THE SINGLE
SUPREME
ISSUE

Our own situation is well known. If we were not callous to it by repetition, if we truly saw it, and keenly sensed the fact that in the full and free education of our people lies the whole secret of progress for which our State exists, we would courageously declare now and make effective a policy that would startle the nation, and make this section what by right it ought to be, the center of the next great forward movement in American progress.

It is an issue more vital today than in the days of Murphey, Wiley, Aycock, and McIver. To say in response to such a challenge that the State is too poor is to deny the plain common sense of business and stultify our political faith. It is a mockery of both intelligence and patriotism. Any statesmanship that seeks to evolve a career on any other basis than this necessary basis of education—efficient, unapologetic, complete, abundant—is empty, misleading, and hopelessly barren.

Education is not a local issue. Its standards are relentlessly set in the markets and open forum of the world. A thousand times over we have paid the price for our blindness in the past, and daily for every dollar we save we now pay tribute ten times over. The immediate future will put us under far greater tribute. The issue is but a new form of the ancient issue of

slavery and freedom. An ignorant people are as truly in slavery, economic and intellectual, as if they were in physical bondage. "An educated mind is the genius of democracy. . . . It is the only dictator that freemen acknowledge, and the only security that freemen desire." Without it there is no freedom.

To make actual, vital, and complete through education this ideal that is the common hope and faith of all patriotic North Carolinians is the single-minded mission of the State University. Its relation to the great task is in some respects clear and obvious. It is steadily becoming clearer, both in the radiant light of its past achievements and as it goes about its present pressing and complex work. "Different universities, according to the circumstances of their foundation and history, can show different reasons for their existence and for being what they are. But all of them, whatever their date of origin, and whatever their place, have come into being in response to certain needs of their place and time. All of them have been founded with a purpose single in its nature, though diverse in manifestation. That purpose is to make stated and secured provision for the higher needs of a civilized community."

The place of such an institution as a part of the organic life of this State was recognized by its founders, and it was therefore created in the organic law of the State—the first of the State universities. The whole thought of the modern State universities of democracy was afterward outlined by Thomas Jefferson for the State of Virginia, and its foundation regarded by him as an achievement corollary to the authorship of the Declaration of Independence. But neither in North Carolina nor in Virginia could the university exist as a representative democratic institution until the civilization of which it was the expression was truly democratic. That understanding and support of the university came first from the Western States, and from there

came a new interpretation of "making stated and secured provision for the higher needs of a civilized community": that it means not merely the needs of the higher and more fortunate classes, but the higher needs of all classes in a civilized community—recognizing in actual fact that the higher needs of all men are identical in direction and equal in impulse.

To catch the true import of that simple and necessary thought is the supreme achievement of democracy. To realize it as an actuality is to get public ownership of the tools of progress. To understand it is to understand the task of the University.

What it asks, and all that it asks, is not for itself, but as the common instrument of all men concerned in advancing the general welfare and the more abundant life of the State. For this reason it confidently asks, in the first place, for the sympathetic understanding and interest of all those who work with a decent and reasonable regard for the common good, and it asks for such support as will enable it worthily to assist in the solution of the great common problem. If it conceives of its task as one that calls for great equipment, it is not because it is blind to certain limitations, but because it sees beyond limitations to latent powers just as actual and far more real; and finally, and beyond all of this, because it has sure, supreme, and practical faith in the greatness of the State whose representative it is.

EDWARD K. GRAHAM.

Report of the Registrar

To the President of the University:

I beg to submit my report for the year ending November 1, 1916.

At Commencement, May 31, 1916, degrees in course were conferred as follows: Bachelor of Arts, 73; Bachelor of Science, 15, including 2 in Chemical Engineering, 3 in Civil Engineering, 5 in Electrical Engineering, and 5 in Medicine; Bachelor of Laws, 9; Bachelor of Arts and Laws, 1; Graduate in Pharmacy, 5; Doctor of Pharmacy, 1; Master of Arts, 8; Master of Science, 1; and Doctor of Philosophy, 2.

In the tables below are given figures showing the enrollment of students for the past five years.

ENROLLMENT BY SCHOOLS

Year	Undergraduate	Graduate	Law	Medicine	Pharmacy	Summer School Credit Work	Total
1912-'13.....	610	23	131	54	32		837
1913-'14.....	636	42	116	60	44		886
1914-'15.....	687	50	135	81	58	77	1,088
1915-'16.....	750	36	134	77	62	193	1,196
1 November, 1916.....	726	36	117	63	50	267	1,259

UNDERGRADUATES BY CLASSES

Year	Senior	Junior	Sophomore	Freshman	Special
1912-'13.....	75	83	153	234	65
1913-'14.....	71	88	121	278	78
1914-'15.....	78	98	160	278	73
1915-'16.....	80	123	171	322	54
1 November, 1916.....	100	118	148	310	50

ENROLLMENT BY DEPARTMENTS

Department	1912-'13	1913-'14	1914-'15	1915-'16	1916
Botany.....	39	46	64	117	121
Chemistry.....	353	352	422	448	501
*Civil Engineering and Drawing.....				166	166
Economics.....	143	186	173	159	215
Education.....	109	130	106	92	139
†Electrical Engineering.....			43	41	57
English.....	834	867	859	861	842
Geology.....	131	98	160	184	176
German.....	215	238	332	310	352
Greek.....	81	53	61	51	36
History.....	341	392	421	417	427
Latin.....	304	323	333	317	277
*Mathematics.....	466	487	534	331	432
Philosophy and Psychology.....	142	184	152	125	145
†Physics.....	333	277	328	261	249
Romance Languages.....	243	299	323	255	386
Rural Economics.....			46	40	57
Zoology.....	105	98	97	94	103

*Until 1915 Civil Engineering and Drawing are included in the figures given for Mathematics.

†Until 1914 Electrical Engineering is included in the figures given for Physics.

STATISTICS FOR FRESHMEN

CLASSIFICATION BY SCHOOLS AND COLLEGES.

Years	N. C. Public	N. C. Private	Outside Public	Outside Private	Colleges
1915-'16.....	197	51	12	21	16
1916.....	185	67	6	32	20

NUMBER OF SCHOOLS AND COLLEGES REPRESENTED.

Years	N. C. Public	N. C. Private	Outside Public	Outside Private	Colleges
1915-'16.....	93	20	9	10	10
1916.....	107	21	6	16	13

The division of the students classed as Freshmen and special students of the first year among the various courses is as follows: A.B. students, 213, including 12 in Group 1, 120 in Group 2, 59 in Group 3, 8 in Group 4, and 14 in the A.B.-LL.B. group; S.B. students, 107, including 20 in Chemical Engineering, 17 in Electrical Engineering, 10 in Civil Engineering, 59 in the course leading to S.B. in Medicine, and 1 in Soil Investigation; and special students, 12.

First-year students are registered in the various departments as follows:

Department	1915-'16	1916
Botany.....	48	50
Chemistry.....	151	152
Drawing.....	48	44
Economics.....	2	8
Education.....	3	6
English.....	314	346
Geology.....	22	8
German.....	177	149
Greek.....	15	13
History.....	195	190
Latin.....	164	135
Mathematics.....	230	287
Physics.....	39	9
Romance Languages.....	153	157
Rural Economics.....		1
Zoology.....	28	4

Considering the student body as a whole, we find that 92.6 per cent are registered from North Carolina and 7.4 per cent from other States and foreign countries. The numbers from outside the State are as follows: 27 from South Carolina; 13 from Virginia; 9 from Florida; 7 from Tennessee; 5 from Georgia; 4 from Pennsylvania; 3 from Japan; 3 from Maryland; 2 from Connecticut; 2 from Massachusetts; 2 from New Jersey; and 1 each from Cuba, District of Columbia, Illinois, Louisiana, New York, Porto Rico, Texas, West Virginia, and Wisconsin.

Ninety-four of the one hundred counties of this State are represented by students here. There are no students from Avery, Clay, Dare, Graham, Stokes, or Swain. Those counties which send 10 or more students, with the number from each, are as follows: Wake, 57; Guilford, 46; Orange, 44; Buncombe, 38; Mecklenburg, 38; Wayne, 35; Forsyth, 31; Alamance, 27; Iredell, 22; Robeson, 22; Rowan, 21; Durham, 20; Edgecombe, 20; Burke, 18; Craven, 17; Halifax, 17; New Hanover, 17;

Surry, 17; Davidson, 16; Gaston, 16; Lenoir, 16; Union, 16; Granville, 15; Wilson, 15; Caldwell, 14; Duplin, 14; Johnston, 14; Carteret, 13; Pitt, 13; Cleveland, 12; Warren, 11; Beaufort, 11; Cumberland, 11; Sampson, 11; Chatham, 10; Rockingham, 10; Wilkes, 10.

Different religious bodies are represented among the students in the following numbers: Baptist, 317; Methodist, 315; Presbyterian, 197; Episcopal, 119; Christian, 38; Lutheran, 18; Quaker, 13; Hebrew, 12; Roman Catholic, 7; Moravian, 6; German Reformed, 5; Disciples, 3; Universal, 2; Congregational, 2; Saints, 2; Christian Science, 2; Church of Christ, Greek Orthodox, Apostolic Holiness, Adventist, and Tabernacle, 1 each.

Practically every profession and occupation is represented in the homes of our students. If we classify them according to the vocations of their fathers, we find the following figures: Farmers, 386; Merchants, 168; Lawyers, 63; Doctors, 50; Manufacturers, 48; Ministers, 36; Public Officials, 33; Bankers, 27; Mechanics, 25; Teachers, 23; Railroad men, 20; Dealers in Lumber, 18; Traveling Salesmen, 17; Dealers in Real Estate, 16; Dealers in Tobacco, 15; Insurance men, 13; Contractors, 13; Editors and Printers, 9; Druggists, 7; Managers of Public-service Corporations, 5; Bookkeepers, 5; Managers of Hotels, 5; Brokers, 4; Dentists, 4; Dealers in Cotton, 3; Fishermen, 3; Butchers, 2; Jewelers, 2; Civil Engineers, 2, etc.

Respectfully submitted,

THOMAS J. WILSON, JR., *Registrar*.

The College of Liberal Arts

REPORT OF THE DEAN

To the President of the University:

I have the honor to make the following report for the year 1915-16.

This is the first year in which Juniors and Seniors who are candidates for the degree of Bachelor of Arts might choose the system of electives recently authorized by the Faculty. Certain members of these classes preferred to graduate by the catalogue under which they entered, while the number indicated below chose the new system. In this, at the end of the Sophomore year, each candidate selects one department for concentrated study in which he must take at least twelve hours. Then, with the approval of the head of this department, he selects two minors from other divisions, one for two years and the others for one year. The object of this change is not to restrict the choice of studies nor to introduce any required subjects, but to make the entire matter of electives one for more thoughtful consideration and to give to the work of the Junior and Senior years, taken together, a certain unity. It is hoped to produce a higher type of scholarship and to stimulate students to continue their studies in graduate courses. The chief concern of the Faculty in any system of electives is to arouse the mental ambition of the student and to transfer his interest from the mere passing of courses for credit to the mastery of the content of the subjects studied. Nothing can be said at present of the effects of this change, but it is interesting and instructive to note the departments which have been chosen for concentrated study. In the following table is given the number of Juniors and Seniors who have elected the departments indicated:

<i>Department.</i>	<i>Junior.</i>	<i>Senior.</i>
Botany	2	0
Chemistry	1	5
Economics	27	14
Rural Economics	0	1
Education	6	5
Electrical Engineering	2	0
English	28	44
Geology	3	5
Germanic Languages	4	1
Greek	0	1
History	9	12
Latin	0	3
Mathematics	2	5
Philosophy	2	1
Physics	0	4
Romance Languages	1	3
Zoology	2	1

The work of the Freshman Class shows some improvement. The number of men who failed to pass six hours of work is less than in the preceding year, while the number of those who attained high grades is practically the same. Notwithstanding this, there has been no improvement in the percentage of men returning to college to continue their academic work. In the classes of the past five years not more than one out of four of the men who entered the Freshman Class remained till graduation. So far as I can learn, the principal causes of this loss are, first, financial difficulty; second, poor health; third, failure to pass college work, due either to a lack of preparation or to a lack of application; and, fourth, the temptation of lucrative positions. The fundamental problem of the college is not to increase the number of one-year students primarily, but to grip the interest of all the capable men of the first-year class so that they will not be satisfied with a training less thorough than that of a regular college course. For four years the Faculty of this institution, with rare interest, have given their time and attention to this problem. In addition to all their other work, they have offered to act as advisers to a group of Freshmen, but the offer has not been met in the spirit in which it was made. I realize that, in many cases, good has been accomplished, but the simple fact remains that the student who needs this service most desires it least. Consequently, the results have not been entirely satisfactory. But I believe this work can be strengthened. Instead of a large group of advisers, I recommend that the President designate some instructor as Adviser for Freshmen, or Assistant Dean. A part of his college work should be to come in as close and vital contact as possible with the members of the Freshman Class and to bring them early in their college course into the acquaintance of the men in the field where their chief interest lies. This is a difficult task, but it is a fine one. The possibilities of such a position seem to me to be limitless and the importance of the work warrants careful consideration.

The conduct of the students has been of high order. This is a self-governing body, and I doubt if a group of men could be found anywhere whose ideals are higher than those which prevail on this campus. Citizens of Chapel Hill who have lived here for many years, tell me that nothing in their memory equals the conduct and the courtesy of the University boys during the year for which I submit this report.

Respectfully submitted,

M. H. STACY, *Dean.*

The School of Applied Science

REPORT OF THE DEAN

To the President of the University:

I beg to submit the report of the School of Applied Science for the year ending December 1, 1916.

Enrollment

The following table shows the present attendance in the various courses offered by the School:

Course	Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
B.S. in Chemical Engineering...	20	11	8	5	3	47
B.S. in Electrical Engineering ..	17	6	5	4	1	33
B.S. in Civil Engineering.....	10	4	3	5	1	23
B.S. in Medicine.....	59	31	9	9	0	108
B.S. in Soil Investigation.....	1	2	0	0	0	3
Special Students.....	4	8	1	0	0	13
Total.....						227

The enrollment last year was 219; the attendance this year, therefore, shows a slight increase, in spite of the fact that the one-year pre-medical course is now happily a thing of the past.

It is significant that the increase is confined to the only two departments in the school which have adequate space and equipment. The other departments are, and have been for years, working under severe handicaps, and though their work is done conscientiously, and as well as possible under the circumstances, it is manifestly quite impossible to expect the same results as would be obtained under anything like proper conditions.

Faculty Changes

It is with sincere regret that we lose the services of Dr. Charles Holmes Herty, Dean of the School of Applied Science from 1908 to 1911, and head of the Department of Chemistry since 1905. He was educated at the University of Georgia, Johns Hopkins, Zurich, and Ber-

lin. After teaching at the University of Georgia for eleven years, he entered the service of the United States Bureau of Forestry, where his investigations, and especially his invention of the Herty method of turpentine, have resulted in saving millions of dollars annually to the producers of resin and turpentine. He came to the University of North Carolina as head of the Chemistry Department in 1905, and the results of his work are seen in the present condition of that department. Mention should be made of his liberal gifts to the University, made anonymously, and of his kindness in placing his own private library and apparatus at the disposal of the men in his department. His personality, and his ability as investigator, teacher, and administrator, will be greatly missed.

Dr. Francis Preston Venable has been appointed head of the Department of Chemistry to succeed Dr. Herty.

Mr. V. L. Chrisler, Instructor in Physics, has resigned to take a similar position in the Iowa State College. His successor has not yet been appointed.

Mr. J. W. Lasley returns from a year at Johns Hopkins to take up his duties again as Instructor in Mathematics.

Mr. H. W. Collins, Instructor in Mathematics, has resigned to pursue advanced work at the Massachusetts Institute of Technology.

Mr. B. F. Auld, A.B. 1916, has been appointed Instructor in Mathematics.

Accessions

The only accessions reported as worthy of mention are a series of pictures of electrical apparatus presented to the department of electrical engineering by the General Electric Company, the Westinghouse Electric and Manufacturing Company, and the Crocker-Wheeler Company.

Needs of the School

The paramount and most glaring needs of the School are (1) more classrooms to teach in; (2) larger laboratories to work in; and (3) increased equipment to work with. So much has been said on this point, and the needs are so undeniable, that it would seem unnecessary to say more were the situation not so desperate, and the work of the departments so interfered with. Something must be done, and that soon. Every department in the School, except chemistry and medicine, reports the same situation. It is no longer possible, for example, for either physics or electrical engineering to expand, as every foot of available space has been taken up long ago in the badly cramped and poorly lighted quarters assigned to them in the Alumni building,

which was never planned for the purpose. Mathematics and civil engineering must lead a sort of peripatetic existence under present conditions, and it is necessary to store expensive apparatus in a damp room in the basement. Laboratories for testing purposes are badly needed, as well as offices, department libraries and reading rooms, private laboratories, museums, and apparatus rooms. As to geology, Professor Cobb, in reporting that two of our recent students, W. L. Goldston and C. A. Holland, have been appointed to important geological positions with the Medina Gas and Fuel Company of Mansfield, Ohio, says: "While most of our graduates (in geology) have gone into Government service, the demand for men in commercial work is steadily increasing; but we cannot hope to meet this demand indefinitely without better laboratory facilities, our present laboratory equipment being wholly inadequate."

Recommendations

1. That in view of the great need, every effort be put forth to secure another building to relieve the strain on our present equipment.

2. That an appropriation of \$100 be made to renew six cells of our indispensable service storage battery. A recent capacity test shows the need for attention, but it also shows that the battery has stood up remarkably well under the severe service it is called upon to perform.

3. That sufficient money be appropriated to make the following improvements in the chemical laboratory: Rewiring of the building; A distribution service for distilled water; Acid resistant sinks to prevent the floods which frequently occur; An addition, or "lean-to" at the rear of the building for outdoor work; A spectrometer; A polariscope; The replacement of Dr. Herty's books in the department library, which are valued at \$3,000.

4. That more advertisement of the advantages offered by the school be made.

In conclusion, I desire to thank the Board of Trustees very heartily for their courtesy in extending to me, late in the summer of 1915, the privilege of taking a year's leave of absence, and the President for approving my request and submitting it to the Board.

Respectfully submitted,

A. H. PATTERSON, *Dean.*

The Graduate School

REPORT OF THE DEAN

To the President of the University:

I have the honor to present the following report:

1. The enrollment for the year 1916-17 is, at this date, 113, thirty-six in the regular fall session and seventy-seven in the summer session (1916). The summer session had on its rolls 83 graduate students, but 6 of these returned for work in the regular sessions. This means a growth in the number taking graduate courses during the summer session. In 1914, the first summer session in which graduate courses were offered, there were 23 (7 returning for work in the regular sessions); in 1915, 58 (7 returning for the regular sessions); in 1916, 83 (6 returning for the regular sessions). It therefore appears that one of the large tasks of the University will be to render effective service to the graduate students of the summer session.

2. The enrollment in the regular sessions has about held its own. At this date it is for this year 36; in 1915, 33; in 1914, 45; prior to 1914 the largest number registered in both sessions of the year was 42 (1913), with an average of 26 for the period of 1906-12. The growth in the registration of the summer session has been the chief cause of the failure of growth in the regular sessions. A number of men who have reasonably good teaching positions have decided to hold their present positions and to do the work leading to the Master's Degree in four summer sessions, rather than to give up their positions and spend the whole year with us. Just how many will be able to take their Master's Degree in the summer sessions it is as yet too early to say; so far the number of those who have returned summer after summer has been small.

Even though the number who can take the Master's Degree in four summer sessions is small, the influence of the summer session in its graduate work seems to be of clear value. The influence of the summer graduate courses on men from the other colleges of the State has already come to be important. The scope of this work is suggested in the following statement of the numbers—in summer and regular sessions—from the various colleges and universities: Carson and Newman, 4; Davidson, 3; East Texas Normal College, 1; Elon, 9; Emory and Henry, 1; Erskine, 1; Guilford, 9; Jefferson Medical, 1; Lenoir, 4; McGill, 1; Mercer, 1; North Carolina A. and M., 1; Osca-

loosa, 1; Princeton, 1; Randolph-Macon, 1; Southern Normal University and University of North Carolina, 1; Trinity, 6; University of North Carolina, 44; Vanderbilt, 1; Waseda (Japan), 2; Wellesley, 1; Wesleyan, 1; Wake Forest, 17; Winthrop and the University of North Carolina, 1.

3. Of the 36 in the regular fall session, 3 are candidates for the degree of Doctor of Philosophy; 24 for that of Master of Arts; 3 for that of Master of Science; 6 specials.

Respectfully submitted,

CHARLES L. RAPER, *Dean.*

The School of Law

REPORT OF THE DEAN

To the President of the University:

I have the honor of submitting the annual report of the Law School.

Professor McIntosh was the only member of the permanent staff who took part in the summer school. I was prevented by illness from being present, as had been arranged. We were so fortunate as to induce the distinguished Chief Justice of our Supreme Court to become one of the regular lecturers for this term. Mr. Richard G. Stockton, of the bar of Winston-Salem, continued the instruction which he has given with such marked ability at several summer schools. The enrollment, 52, was the largest in the history of the summer school. Thirty of the summer students applied for and received license at the August term of the Supreme Court. The total number of men from the University Law School applying for license at that examination was 38. All except 2 of them, including all who had certificates from the School, and 7 who did not have certificates, passed the examination, and were admitted to the bar.

At the examination last February, 18 men from the School were admitted to the bar.

The registration for the current year is 76 (4 less than last year), of whom 23 are Seniors, 45 are Juniors, and 8 are special students. Of the Seniors, 16 men are eligible for, and are working for, the LL.B. degree. Of the Juniors, 24 are eligible for the degree, and 4 or 5 men are taking the double A.B.-LL.B. course, instituted two years ago.

These figures show gratifying progress in several directions. The preliminary preparation of students entering the Law School is steadily improving, and a greater number are taking the regular two years course and the degree. There is a continual dropping off in the number of "special students."

I wish to urge again the desirability of reorganizing the School on the basis of a three years course. It is needless to repeat what I said in my last two reports on this subject. But I regard the need as imperative, if the School is to continue to be worthy of the University.

Respectfully submitted,

L. P. McGEHEE, *Dean.*

The School of Medicine

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit the following report for the Medical Department:

The enrollment of students in the medical courses is approximately the same as in the past several years viz., 63. With the progressively increasing requirements for entrance, a consistent increase in the number of students may not be expected.

In pursuance of the plan announced in the last issue of the Catalogue to advance the requirements for entrance from one to two years of collegiate work—a plan which is being generally adopted by the medical schools—a rearrangement of the premedical courses is under way and will be definitely outlined in the forthcoming issue of the Catalogue.

In view of this advance in the entrance requirements, it seems proper to reconsider the "combined course." The degree of B.S. in Medicine has been offered for the completion of two years of collegiate work and the two years of the medical course. It was proposed originally in the hope that students preparing to study medicine would be induced to take two years of collegiate work at a time when only one was required. It may have been disappointing in its yield of graduates, but it has made possible the present advance in the entrance requirements without a serious decline in the enrollment of students. Its usefulness in this respect has now, however, passed, and for other reasons which need not be detailed it has seemed advisable to abandon the course as originally planned and substitute for it a five-year course, three of which are to be in somewhat restricted collegiate courses and two in the Medical Department. There is no indication that the medical schools will advance the requirements for entrance to three years of college, but it is obviously desirable to encourage the students to obtain as thorough college preparation as possible. The plan was submitted to the faculty of the School of Applied Sciences and the medical faculty, and adopted. A committee was appointed to rearrange the collegiate courses, and the outline will appear in the next issue of the Catalogue.

The Council on Medical Education of the American Medical Association has recently published a "Provisional List of Approved Colleges

of Liberal Arts and Sciences" from which medical schools in "good standing" may accept credits. The list does not include a number of colleges in this and adjoining States from which credits have heretofore been accepted. If this list is not materially extended, and is rigidly adhered to, the admissions to the Medical Course may be seriously decreased.

Substantial additions to the equipment of the department have been made during the year. A laboratory for the work in Biological Chemistry, which was formerly in the Chemical Laboratory, has been fully equipped in the Medical building. It has relieved the congestion in the chemical laboratories and has contributed to the unity of the Medical Department. A special appropriation by the Library Committee of \$250 has made possible a valuable addition to the departmental library. The annual appropriation for the maintenance of the departmental library has not, unfortunately, been increased for a number of years, and there are quite a number of journals of accepted authority which should be regularly on the subscription list. In my judgment this is one of the most urgent needs of the Department.

The reports we have of the standing of our students in the clinical schools are most gratifying and encouraging.

Respectfully,

I. H. MANNING, *Dean*.

The School of Pharmacy

REPORT OF THE DEAN

To the President of the University:

I submit the following report of the School of Pharmacy:

The number of students registered for the first year is 30, for the second year 13, special students 4, making a total of 47. The first year medical students taking work in this department are 30 in number.

The record of the graduates before examining boards was good; all passed. The highest marks made on the last two examinations of the North Carolina Board of Pharmacy were made by students of this School.

The question of this School joining the American Conference of Pharmaceutical Faculties is being urged by some of its friends. This move means the requirement of high school work of one or two years before entrance into this department, and possibly the changing of its third-year work. It also involves the expense of an examination of the department and an annual fee as a member of this Conference.

On and after January 1, 1918, nine months of work in some reputable school of pharmacy will become a legal requirement for examination for license to practice pharmacy in this State. This advance, though delayed, can but help to raise and aid pharmaceutical education throughout the State.

I consider the question of a budget for the department as absolutely essential—to know what can be expended and that it is available at the right time. The items that have been appropriated to this department are appended to the report.

The urgent needs of the department are a new gas machine, a projectoscope, and a tablet machine.

Respectfully submitted,

E. V. HOWELL, *Dean.*

The School of Education

REPORT OF THE DEAN

To the President of the University:

I beg leave to submit this brief report of the work of the School of Education for the year ending October 31, 1916.

Sixteen courses are offered in this department, and during this current year 133 students have been enrolled.

The steady purpose of the department is to prepare young men for successful service in the schools of the State and also to so turn the serious thoughts of our students to the educational uplift of our people that, whether they teach or not, they will be aggressive and effective leaders for educational progress in the communities where they may live in after life.

The State Department of Education will hereafter credit our students for six hours work in the School of Education, thereby relieving them from examination on their professional training. Three hours of work—Education 51-52 in the Catalogue—are required of our students for receiving the State High School Certificate, and three hours are elective. This action of the State Department has done much to attract many academic students to the teaching profession, since it is now possible for them to prepare for High School work without the subsequent annoyance of frequent examinations. They now realize that teaching as a profession is receiving equal recognition with law and medicine.

I am glad to report that 36 students are already taking this required course. This number will grow from year to year if the salary offered to young men shall be increased to greater competition with other professions. Unless one sees a comfortable living in teaching—no matter how much he would like to teach—he will naturally have to enter some other profession that offers greater pay. I am glad to say that in many communities in our State salaries have greatly increased during the past few years.

The Correspondence Courses under the direction of Dr. L. A. Williams are of great benefit to many teachers now at work in public and private schools throughout the State. I believe that this branch of University Extension will continue to grow in favor because of its practical and cultural value.

The instructors in the School of Education lay out their work so as to be able to answer as many calls as possible to deliver addresses at

educational and community meetings during the University term. During the past year we have delivered more than one hundred such addresses; in fact, it has been found impossible to accept all the invitations that have been received.

During the year past a coöperative agreement was entered into between the School of Education and the Chapel Hill School whereby the Chapel Hill School became an observation school for students in the School of Education, and the aid of the professors in the School of Education is secured for studying the problems arising in the Chapel Hill School.

I take pleasure in saying that Dr. J. H. Johnston, Assistant Professor of School Administration, is doing good work, and will prove a valuable factor in the development of the department.

I desire to thank you personally for your uniform sympathy and encouragement, without which we could not have enjoyed that spirit so necessary for hearty effort.

Very truly yours,

M. C. S. NOBLE, *Dean*.

Report of the Professor of Secondary Education

To the President of the University:

I beg to submit herewith a brief report of my activities as Professor of Secondary Education, covering the period from December 1, 1915, to October 31, 1916.

Rural High School Development

I have as usual given the greater part of my time and attention to the rural public high schools established and operated under the High School Act of 1907. For a detailed report of the growth and progress of this system of schools, I beg to refer you to my ninth annual report as State Inspector of High Schools published from the office of the State Superintendent of Public Instruction, Raleigh. This system of schools continues to make steady progress in material equipment, in attendance, and in support given by the counties and local districts. The development is not so much in the direction of increasing number of schools receiving State aid as in the way of increasing the efficiency of the schools already established. The following table will indicate in a general way the sort of development that has taken place since this system of schools was started nine years ago:

	1908	1916
Number of schools in operation	145	212
Number of schools reporting four-year courses	9	114
Number of schools reporting three-year courses	50	77
Number of schools reporting two-year courses	102	21
Total number of teachers in these schools.....	215	464
Total number giving full time to high school instruction..	173	352
Total number of students enrolled.....	3,949	10,379
Number of fourth-year students enrolled.....	70	822
Number of students enrolled in four-year high schools....	400	6,563
*High school funds raised by local taxation (for maintenance) \$	27,470.48	\$81,267.62
*High school funds contributed by the counties (for maintenance)	21,943.66	75,348.92
*Total expenditures (for maintenance).....	91,415.99	247,253.59

For the year ending June 30th last, the enrollment in the public high schools receiving State aid increased over the preceding year from 8,986 to 10,379, or 15.5 per cent; and the average daily attendance in-

*This item is for the year ending June 30, 1915. The total cost of maintenance for the year ending June 30, 1916, probably runs up to \$260,000. Delayed treasurers' reports make it impossible to give the exact figures about the finances for last year.

creased from 6,773 to 7,873, or 16.24 per cent. The significance of this increase will be seen by comparing it with that of the preceding year. For the year ending June 30, 1915, the increase in enrollment was 8 per cent and the increase in the average daily attendance was 7.4 per cent.

No appropriation that the Legislature makes for educational purposes yields a larger return than the \$75,000 it appropriates for public high schools of the country districts. There has been no increase in the amount appropriated for public high schools since 1911, when it was increased from \$50,000 to \$75,000. Whatever else the next Legislature may or may not do, it should at least increase the appropriation to \$150,000. This amount, and more, is urgently needed to enable the high schools to reach out and help another 10,000 boys and girls of the country districts.

The following paragraphs on "Methods of Directing the Work" and "High School Literature" I beg to repeat from my report of last year:

Methods of Directing the Work

"I endeavor to spend as much time in the field visiting the schools as I possibly can, though the office work has so increased in volume that I am able to spend barely half of the time in the field while the schools are in operation. I must of necessity, therefore, keep as closely in touch with the field work as possible through reports, correspondence, and conferences. A preliminary report is called for from every high school receiving State aid early in the fall. There are 212 of these reports that have to be examined with a view to ascertaining whether or not the schools from which these come are meeting the requirements of the State with reference to organization, program of study, support, and business management. This examination requires a great deal of time and attention; and whenever it appears that a better organization can be affected, or the school term lengthened, or an additional teacher employed, it becomes necessary for me to communicate at once with the principal, county superintendent, and committee, with a view to improving and strengthening the work wherever it appears weak or not well organized. This requires a great amount of correspondence.

"In addition to the preliminary report, there is an annual report required of each principal at the end of the school year, and also a financial report from the treasurer of each school. These reports are also handled through my office. It is from these that the statistical part of my annual report to the State Superintendent is made up. The getting in of complete and accurate reports from every school and the tabulation of the statistics requires a great deal of time and a great deal of correspondence."

High School Literature

"During the period covered by this report I have continued to prepare the high school literature issued by the State Department of Edu-

cation, and have edited the *North Carolina High School Bulletin*. The *High School Bulletin* is published quarterly by the University, and goes regularly to all of the county superintendents, city superintendents, high school principals and teachers of the State. It is also, by request, sent to many of the libraries of the leading colleges of the country. Its leading articles are listed regularly by the United States Bureau of Education, and consequently there are many calls for it. A number of requests have come from the superintendents and principals that the *Bulletin* be issued monthly. My opinion is that the *Bulletin* can be made a monthly publication with practically no additional cost to the University, and that this should be done."

Teachers' Bureau

In connection with my office there has been operated for the past several years a Teachers' Bureau for the benefit of teachers wanting positions, and also for the benefit of school officials looking for teachers. The greater number of teachers who register with the bureau do so during the Summer School. During the eleven months covered by this report 465 teachers registered with the bureau. Most of these were North Carolina teachers, though the registrations were by no means confined to this State. Teachers from 10 States availed themselves of the bureau's services. There were registrations from Massachusetts, New York, Florida, and Texas, as well as from the States nearer home. There were as many calls, first and last, from school officials looking for teachers as there were teachers registered with us, and they came from as wide a territory as did our registrations. A great deal of the work of the bureau comes during the Summer School, though the heavy part of the correspondence in connection with it comes in the spring months and again after the Summer School has closed, during the late months of the summer and early fall.

Other Activities

My activities as director of the Summer School are embodied in a separate report; also, a list of my addresses and published articles is in a separate report.

I have continued to serve as a member of the State Board of Examiners, as a member of the Southern Commission on Accredited Schools, and as Secretary of this Commission.

The Fourth Annual High School Conference was held as usual under my direction at the University in July while the Summer School was in session. An outline of the program, together with a list of the topics presented and the speakers who discussed them, is given in my report as Director of the Summer School.

As usual, the public high school contests of the five divisions of the State were conducted under my direction, with the assistance of local committees. These contests were held last spring at a central meeting place for each of the five divisions. The Northeastern Division met at Greenville at the invitation of the East Carolina Training School; the Southeastern Division met at Fayetteville at the invitation of the Chamber of Commerce; the East Central Division met at Durham at the invitation of the Chamber of Commerce; the West Central Division met at Davidson College at the invitation of that institution; and the Western Division met at Bryson City at the invitation of the citizens and school board of that town. The East Carolina Training School, Davidson College, Chambers of Commerce of Durham and Fayetteville, and the school board of Bryson City, each helped to finance the contests of their respective divisions. A great impetus has been given the interscholastic contests by means of these annual "meets," which have been held in some of the divisions for as long as five years. Over 400 high school boys and girls participated in these contests last spring. The contests include: recitation, declamation, composition, spelling, track athletics, and basketball.

Accredited Schools

For the past three or four years but little attention has been paid by the University to the accrediting of schools. In my judgment this is a matter that deserves more attention than it is at present receiving. The University is in a position to render a distinct service in this matter not only to the high schools of the State but to the higher institutions as well. Should it revive this phase of its extension work, it should take the matter up in earnest and make a serious effort to put it upon as nearly a rational basis as possible. To this end I wish to propose the plan outlined below and to offer the accompanying suggestions:

1. That the University undertake to classify the schools of this State from which it draws the greater number of its Freshman Class, rating these schools (a) on the basis of their facilities for carrying out a four-year curriculum, and (b) on the basis of the records made by students which they send to college.

2. The facilities which the schools have for carrying out a four-year curriculum should, of course, be determined by systematic inspection and reports; the student records upon which schools ought to be rated should be those for the Freshman year in college.

3. These records should be published in full each year in *The North Carolina High School Bulletin*.

4. The other higher institutions of the State should be asked to coöperate with the University in this matter. It would be well, in my opinion, to call a conference of college representatives to consider this whole plan within the next few months, should the University decide upon the course here suggested.

5. If this plan or some modification of it is put into effect, a bulletin setting forth standards for curricula, organization, administration, equipment, etc., should be issued and sent out to all secondary schools of the State. Such a bulletin would be of great help to the high schools, and it would stimulate them to come up to the standards laid down. I would not advocate a hard and fast set of standards to be imposed upon the schools. I would, however, suggest sound, but flexible ones that would serve as a guide to developing schools. This bulletin should be followed later by syllabi on the teaching of the major high school subjects.

6. Provision for admitting students on probation from nonaccredited schools should be carefully considered.

7. Since, in the plan proposed, the major emphasis in accrediting a school is to be placed upon the record of its students who enter college, reports should be asked for from all the colleges of the State. The reports should give at least the following information: (a) A complete list of students of the Freshman Class; (b) the schools from which the students came; (c) the number admitted on certificate; (d) the number admitted by examination; (e) the units of credit allowed each student in each subject; (f) the records made and the grades attained by each student up to and including the first examination. As suggested above, all this information should be published each year.

I believe this plan proposed would do much to stimulate better work in the high schools and that it would put the accrediting of schools on a rational basis. I believe, too, that most of the colleges of this State would be willing to coöperate in such an undertaking.

Respectfully submitted,

N. W. WALKER,
Professor of Secondary Education.

SUPPLEMENT A—LIST OF ACCREDITED SCHOOLS

These schools are classed as accredited upon the following bases: (1) A four-year curriculum; (2) three full-time teachers; (3) minimum recitation period of 40 minutes; (4) 14 units required for graduation; (5) the minimum time allotment per unit, 120 60-minute hours.

Schools printed in *italics* are private schools. Those starred (*) are accredited by the Association of Colleges and Secondary Schools of the Southern States.

Asheville:

Asheville School*Bingham School*

*City High School

*Normal and Collegiate Institute**North State Fitting School***St. Genevieve's Academy**Brevard Institute*

Burlington High School

Cary High School

*Chapel Hill High School

Charlotte:

*City High School

**Horner Military School*

*Concord High School

Dunn High School

Durham:

*City High School

**Trinity Park School*

*Elizabeth City High School

Enfield High School

Fayetteville—*Donaldson School*Flat Rock—**Fleet School*

Fremont High School

*Goldsboro High School

Greensboro High School

Greenville High School

Henderson High School

Hendersonville:

High School

Fassifern School*Blue Ridge School for Boys*

High Point High School

Jamestown High School

*Laurinburg High School

Lenoir High School

Lumberton High School

Marion High School

**Mars Hill College*

Monroe High School

Mount Airy High School
Mount Pleasant Collegiate Institute
**Oak Ridge Institute*
Pleasant Garden High School
**Raleigh High School*
Rocky Mount High School
Rutherfordton—**Westminster School*
Salisbury High School
Tarboro High School
**Warrenton High School*
Whitsett Institute
**Wilmington High School*
**Wilson High School*
Winston-Salem:
 **City High School*
 **Salem Academy*
Zebulon—*Wakelon High School.*

Report of the Director of the Summer School for Teachers

To the President of the University:

I beg to submit herewith my report as Director of the University Summer School for Teachers for the session of 1916.

Twenty-ninth Session

The Summer School ran for a net term of six weeks, exclusive of the registration and examination periods, five days to the week, from June 13 to July 28. At the very outset it should be said that this was, in my judgment, by far the best session of the Summer School that the University has ever held. In point of attendance, in the scope and content of the courses offered, in the character of work accomplished by the students, and in the whole spirit and tone of the school a new record was established, as will be shown by the facts and statistics given below.

Teaching Staff

The corps of instructors, not including the Director and office force, was composed of sixty members, forty-one men and nineteen women. Twenty-eight of these were members of the University's regular teaching staff. Of the remaining thirty-two, seven were members of other college faculties, four were city superintendents of schools, nineteen were supervisors and teachers in city or rural schools, one Secretary of the State Historical Commission, and one State Supervisor of Rural Elementary Schools. The personnel of the teaching staff is shown in *Supplement A* of this report.

Number and Distribution of Courses

One hundred and nine courses of instruction were scheduled in twenty-three branches. Ninety-nine of these courses, not including the work of the Demonstration School, were actually given. Courses were offered in the following departments of instruction: English, 12 courses; History, 10 courses; Latin, 10 courses; Greek, 4 courses; French, 6 courses; German, 6 courses; Spanish, 2 courses; Mathematics, 9 courses; Physics, 4 courses; Chemistry, 4 courses; Botany, 1 course; Agriculture, 2 courses; Geology and Geography, 4 courses;

Library Science, 2 courses; Public School Music, 3 courses; Piano Teaching, 1 course; Drawing, 3 courses; Writing, 2 courses; Physiology and Hygiene, 2 courses; Home Economics, 3 courses; Rural Economics and Sociology, 2 courses; and Education, 16 courses. For a description of the courses given, see *Supplement A*.

Demonstration School

Throughout the term there was conducted a four-teacher Demonstration School, for the purpose of observation and practice in connection with the courses in elementary school methods. Regular class work covering seven grades in the elementary school methods were required to observe under the direction of their instructors the work in these grades. The work of the Demonstration School was under the supervision of Dr. L. A. Williams, Professor of School Administration in the University. Grades 1 to 3 were taught by Miss Annie Workman, Supervisor of Schools for Wake County; grades 4 to 7 by Miss Hester Struthers of Chadbourn and Mrs. E. P. Brock, of Wilmington, each being on duty half time. In addition, Miss Mary E. Wells of Iotla conducted some special classes in high school work. The teachers of drawing and writing also assisted in the work of the Demonstration School. There were enrolled 62 pupils, mainly from the town of Chapel Hill. To young, inexperienced teachers the Demonstration School work was one of the most helpful features of the Summer School.

Number and Distribution of Students

There were enrolled 1,052 students, as against 731 for the preceding year. Of this number, there were 284 male and 768 female students; 729 were teachers; 166 others were preparing to teach; 268 were studying for college or University credit, 77 of whom were graduate students and 191 undergraduates; 784 were registered as normal or preparatory students.

There were 1,022 students from North Carolina, representing 93 counties. The counties in North Carolina not represented were Ashe, Avery, Clay, Graham, Madison, Mitchell, and Swain. Virginia sent 15; South Carolina, 4; Oklahoma, 2; Florida, 1; Tennessee, 3; New Jersey, 1; New York, 1; Wisconsin, 1; Japan, 1; and Cuba, 1.

The counties in North Carolina represented and the number of students coming from each are as follows: Alamance, 28; Alexander, 7; Alleghany, 1; Anson, 15; Beaufort, 18; Bertie, 5; Bladen, 16; Brunswick, 12; Buncombe, 13; Burke, 7; Cabarrus, 11; Caldwell, 2; Camden, 4; Carteret, 14; Caswell, 7; Catawba, 13; Chatham, 9; Cherokee,

1; Chowan, 5; Cleveland, 13; Columbus, 28; Craven, 6; Cumberland, 14; Currituck, 6; Dare, 2; Davidson, 4; Davie, 7; Duplin, 17; Durham, 33; Edgecombe, 10; Forsyth, 10; Franklin, 11; Gaston, 14; Gates, 7; Granville, 31; Greene, 1; Guilford, 28; Halifax, 19; Harnett, 9; Haywood, 1; Henderson, 2; Hertford, 2; Hoke, 2; Hyde, 2; Iredell, 12; Jackson, 1; Johnston, 30; Jones, 3; Lee, 3; Lenoir, 8; Lincoln, 5; Macon, 4; Martin, 2; McDowell, 11; Mecklenburg, 24; Montgomery, 16; Moore, 3; Nash, 9; New Hanover, 8; Northampton, 14; Onslow, 4; Orange, 55; Pamlico, 5; Pasquotank, 2; Pender, 2; Perquimans, 7; Person, 19; Pitt, 8; Polk, 2; Randolph, 13; Richmond, 5; Robeson, 39; Rockingham, 8; Rowan, 16; Rutherford, 16; Sampson, 27; Scotland, 9; Stanly, 4; Stokes, 4; Surry, 15; Transylvania, 6; Tyrrell, 2; Union, 15; Vance, 14; Wake, 44; Warren, 13; Washington, 9; Watauga, 4; Wayne, 24; Wilkes, 8; Wilson, 9; Yadkin, 2; Yancey, 2.

Conferences and Special Lectures

Three conferences of more than passing interest were held while the Summer School was in session. These were (1) the Conference on Mental Deficiency, June 29, under the direction of Dr. C. Banks McNairy of the Caswell Training School of Kinston; (2) the Country-Life Institute, July 5-9, under the direction of Prof. E. C. Branson; and (3) the High School Conference, July 10-15, presided over in the main by Dr. L. A. Williams.

1. *The Conference on Mental Deficiency* was conducted jointly by the Caswell Training School, the University Summer School, and the State Normal and Industrial College. Among those who addressed this conference were Dr. C. B. McNairy, President of the Caswell Training School, Kinston; Rev. John H. Griffith, Rector of St. Mary's Parish, Kinston; Hon. J. R. Baggett of Lillington, and Dr. Martin W. Barr, Chief Physician in the Pennsylvania School for the Feeble-minded, Philadelphia. The program which was carried out at Chapel Hill on June 29 was repeated at the State Normal and Industrial College on the 30th.

2. *The Country-Life Institute* took the place of the Rural-Life Conference held at the Summer School for the past three summers. It was organized and conducted, however, on a different basis. The Rural-Life Conference held heretofore attempted to look at country life problems through the country school and made its appeal primarily to the country teacher; whereas the Country-Life Institute attempted to approach country-life problems through the country church and made its appeal primarily to the country minister. The program was fuller and it was more intensive in its nature. The first day of the institute was known as "Country Church and Sunday School Day"; the second,

"Country Work and Wealth Day"; the third, "Country Health Day"; the next, "Country School Day"; and the last, "Religion and Social Ministration." There were 233 in attendance upon this institute.

Among those who presented papers or had discussions were: President E. K. Graham of the University; Rev. J. M. Arnette, Mebane; Rev. T. S. Coble, Mocksville; Rev. J. M. Ormond, Hertford; Mr. J. M. Broughton, Jr., Raleigh; Prof. E. L. Middleton, Raleigh; Dr. Archibald Johnson, Thomasville; Prof. W. C. Crosby, Raleigh; Mrs. W. N. Hutt, Raleigh; Miss Lula M. Cassidey, Hillsboro; Prof. T. E. Browne, West Raleigh; Dr. H. Q. Alexander, Matthews; Mr. John Sprunt Hill, Durham; Mr. E. E. Culbreth, West Raleigh; Rev. Walter Patton, Chapel Hill; Dr. G. M. Cooper, Raleigh; Prof. E. C. Branson of the University; Dr. Frances Sage Bradley, Children's Bureau, Washington, D. C.; Dr. S. D. McPherson, Durham; Prof. N. W. Walker, Chapel Hill; Mrs. Neva S. Burgess, Charlotte, and Miss Henrietta M. Masseling, Atlanta, Ga.

3. *The High School Conference* was conducted after the same manner as the High School Conferences that have been held for the past three or four years. The following general topics were discussed: "The High School and the Higher Institutions of Learning"; "Plans and Devices that Have Been Tried"; "High School Teachers and Professional Study"; "Courses of Study in Country High Schools"; and "The School as a Health Agency," followed by the general "round-up" on Saturday morning.

Among those who addressed this conference and presented papers or led in the discussions were: Dr. L. A. Williams of the University; Superintendent C. L. Coon, Wilson; Mr. H. A. Query, Belmont; Miss Elizabeth Kelly, Supervisor of Rural Schools, Johnston County; Superintendent I. C. Griffin, Shelby; Dr. Thomas E. Finegan, Deputy Commissioner of Education of New York State; Prof. E. A. Hodson of the A. and M. College.

Prominent among the special lectures should be mentioned the following:

1. A series of lectures on *International Polity and Conciliation*, given by Dr. J. G. deR. Hamilton under the auspices of the *American Association for International Conciliation*.

2. A series of six lectures on *Representative Jews of the Christian Era*, given by Rabbi George Solomon of Savannah, Georgia, under the auspices of *The Jewish Chautauqua Society of America*.

3. A series of three readings and lectures on story-telling, by Dr. Richard T. Wyche of New York City, President of the Story Tellers' League of America.

4. A series of three illustrated lectures on *Archæology and Ancient History*, by Dr. Edgar J. Banks, explorer, lecturer, author.

5. A series of ten lectures on *North Carolina History* by R. D. W. Connor, Secretary of the North Carolina Historical Commission.
6. A series of ten lectures on the *Recent Industrial Development of the State* by Dr. Joseph Hyde Pratt, State Geologist.
7. A series of five lectures on *American Literature*, by Dr. Benjamin Sledd, Professor of English in Wake Forest College.
8. A series of five lectures on *Modern Education*, by Dr. Thomas E. Finegan, Deputy Commissioner of Education of the State of New York.
9. A series of lectures on the *History of Education*, by Dr. Herman Harrell Horne of New York University.

Public Lectures and Entertainments

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| June | 21. | Musical Program by Miss Emilie Rose Knox and Miss Dicie H. Howell. |
| | 26. | Dr. Richard T. Wyche— <i>Stories of Hiawatha</i> . |
| | 26. | Mr. R. D. W. Connor— <i>Educational, Political, and Economic Problems in North Carolina</i> . |
| | 27. | Dr. Richard T. Wyche— <i>Stories of King Arthur and His Knights</i> . |
| | 28. | Dr. Richard T. Wyche— <i>Uncle Remus Stories</i> . |
| July | 1. | Dr. E. Lester Jones— <i>Work of the Geodetic Survey</i> . |
| | 4. | Patriotic Celebration by the Summer School, under the direction of Supt. A. Vermont. |
| | 5. | Dr. Edgar J. Banks— <i>The Seven Wonders of the Ancient World</i> . (Illustrated.) |
| | 6. | Dr. Edgar J. Banks— <i>A Thousand Miles Down the Tigris</i> . (Illustrated.) |
| | 7. | Dr. Edgar J. Banks— <i>Egypt The Land of the Pharaohs</i> . (Illustrated.) |
| | 10. | Prof. Collier Cobb— <i>Shifting Sands</i> . (Illustrated.) |
| | 12. | Choral Concert, under the direction of Prof. Gustav Hagedorn— <i>The Fair Ellen</i> . |
| | 13. | Dr. Thomas E. Finegan— <i>The Function of the Modern School</i> . |
| | 14. | Dr. Thomas E. Finegan— <i>Education as a Function of the State</i> . |
| | 15. | Dr. Thomas E. Finegan— <i>Supervision from the Standpoint of the State</i> . |
| | 17. | Dr. Benjamin Sledd— <i>Introductory Lecture on American Literature</i> . |
| | 18. | Dr. Benjamin Sledd— <i>Hamlet and The Merchant of Venice</i> . |
| | 19. | Dr. Benjamin Sledd— <i>Timrod, the Laureate of the Old South</i> . |
| | 20. | Dr. Benjamin Sledd— <i>Sidney Lanier and the New South</i> . |
| | 22. | Dr. H. H. Horne— <i>The Development of Elementary Education</i> . (Illustrated.) |
| | 23. | Dr. H. H. Horne— <i>The Social Gospel</i> . |
| | 24. | Dr. H. H. Horne— <i>The Development of American Education</i> . (Illustrated.) |

Social and Recreational Features

On Saturday evening following the opening of the school the usual reception was given in the Gymnasium by the Summer School. One evening each week was set apart as Social Evening. On this evening the Gymnasium, Gerrard Hall, and the Y. M. C. A. building were used by the students for social purposes. There was usually a dance at

the Gymnasium, and plays, games, recitations, and music at the Chapel and Y. M. C. A., all under the direction of the students and properly chaperoned. In this connection attention should be called to the unique patriotic program, carried out on July 4th under the direction of Mr. A. Vermont, and the excellent rendering on July 12th of the opera *Fair Ellen*, under the direction of Gustav Hagedorn.

Vesper Services

Each Sunday evening while the Summer School was in session vesper services were held in Gerrard Hall under the direction of the ministers of the town, all of whom had agreed, as they have done for the past two years, to call in their usual Sunday evening services and have their congregations unite with the Summer School students in vesper services in Memorial Hall or at the Chapel.

The Summer School Weekly

The publication of a four-page weekly paper, known as the *Summer School Weekly*, begun in 1914, was continued. It was issued on Saturday of each week while the Summer School was in session. This was devoted to campus news, announcements, and topics of general interest to the Summer School. Eight numbers were issued, and a copy was placed in the hands of every student. Copies were furnished the students to send back to their home towns and counties. Again, as it did last year, this little paper proved a valuable aid in creating interest in the Summer School, both here on the campus and out in the State.

Examinations and Certificates

At the close of the term written examinations were given in all departments. A larger number of students than ever before, about six hundred, remained for the final examinations. By arrangement with the State Board of Examiners, the examinations for the State High School Teacher's Certificate and the Five-year State Elementary School Certificate were given here on July 28 and 29. There were over one hundred who took these examinations. By arrangement with many county superintendents whose teachers were attending the Summer School, examinations for county certificates for many counties were also given at the close of the term, and the papers forwarded to the superintendents for their grading.

Dormitory and Boarding Accommodations

All the college dormitories that were open during the Summer School were given over to the ladies in attendance. The Carr Building was managed by Mr. and Mrs. J. B. Aiken of Aberdeen; the Old East by Mr. and Mrs. Robert E. Ranson of Southport; the New East by Miss Allie Cothran of Carrboro; the Mary Ann Smith by Mr. and Mrs. C. W. Rankin of Graham; the Vance-Battle-Pettigrew Dormitory by Mrs. Zella Cheek of South Mills, Mrs. M. B. Strayhorn of Roxboro, and Mrs. J. Y. Paris of Oxford; the New West by Mrs. B. F. White of Mebane; the Old West by Mr. and Mrs. B. M. Rogers of Mebane; the Sigma Chi Hall by Mrs. H. H. McKeown of Mocksville. Swain Hall was managed by Mr. S. E. Tischler. The price charged each occupant of the dormitories for room was \$5 for the term. The price of table board at Swain Hall was \$12.50 a month of four weeks.

The Physical Welfare of Students

As usual, every care was taken to look after the health and general physical welfare of the students. Dr. Eric A. Abernethy, who again served as Summer School physician, exercised general supervision over the health of the entire school. Mrs. Laura H. Benson, trained nurse, was constantly in charge of the Infirmary, which was kept open throughout the term for the convenience of the students. The Summer School physician kept regular hours, two hours a day, at the Infirmary, where he could be found by any student wishing to consult him. He made daily reports to the office. In addition to this, he visited the dormitories whenever his services were needed or desired.

Teachers' Bureau

A Teachers' Bureau was maintained during the Summer School for the convenience of teachers and school officials. Something over three hundred teachers registered with the Bureau, and most of these, through the help of this agency, secured positions before the close of the session. No charge was made for this service. To handle the work of the Bureau with dispatch and efficiency required most of the time of an assistant secretary. Numbers of applications for teachers were received daily, and there was hardly a day during the entire session but one or more superintendents or other school officials visited the Summer School for the purpose of employing teachers. This Bureau has been in operation for a number of years, and has proved a most helpful agency in enabling school officials to get in communication with

well-qualified teachers, and also in helping teachers to find desirable openings. A more complete statement regarding the work of the Bureau from December 1, 1915, to October 31, 1916, will be found in the report of my activities for this period.

Popularity and Cost of Credit Courses

Courses counting for college and university credit were introduced into the Summer School of 1914, and that year there were 73 students who pursued such courses. In the Summer School of 1915 the number of credit courses was increased, and the number of students pursuing them almost trebled. There were that year 58 graduate students and 135 undergraduates. For the session covered by this report there were 77 graduate students and 191 undergraduates. These courses are now attracting many of our best and most progressive young school men and women, and they will continue to attract them in increasing numbers, if only provision can be made for gradually enlarging upon the work now offered. But this type of work comes at a much higher cost than does that of the lower classes. There are three reasons for this: (1) the comparatively smaller number of students in these more advanced classes; (2) the comparatively larger number of students that can be accommodated in the classes pursuing the lower courses, and (3) the higher cost at which the actual instruction comes. For the sake of comparison take, for example, Education s 3 and Latin s 12. In Education s 3, an elementary normal course in three divisions, there were enrolled 249 students. The cost of instruction for this class was \$200, or 80 cents per student. In Latin s 12, an advanced course counting for college credit, there were 7 students. The instruction in this course cost \$75, or \$10.50 per student. This ratio of expense would not hold, of course, throughout, though the figures given serve to point the fact that the more advanced instruction does come at a much higher cost. It is necessary that this fact be pointed out, since the main problem the Summer School now faces is one of internal development, which involves additional cost of operation. In other words, the very class of students to whom the Summer School should make its strongest appeal is the class it will necessarily cost most to provide for. College trained men and women in increasing numbers are coming to the University for summer study, and year by year greater provision should be made and must be made to give them what they want. A statement regarding the training of those in attendance may be of interest.

Previous Training of Those in Attendance

Of the 1,052 students in the Summer School, 757 had received college training. Two hundred and fifteen of these were graduates of colleges and 542 had had from one to four years of college training, but did not hold degrees, making a total of 757 or 72 per cent of those registered who had had college training. Two hundred and fifteen or 20 per cent of those enrolled were college graduates. Many of these pursued normal courses not leading to a degree.

The 268 students working for college or university credit represented 34 institutions.

The 77 graduate students came from the 17 following institutions: The University of North Carolina, Wake Forest College, Trinity, Davidson, Guilford, Elon, Lenoir, Carson and Newman, Oscaloosa, Mercer University, North Carolina A. and M. College, Emory and Henry, Waseda University, Erskine, Chowan, Randolph-Macon, Southern Normal University.

In addition to the foregoing, the following institutions were represented in the group of undergraduate students: Atlantic Christian College, Greensboro College for Women, Meredith, Louisburg, Winthrop, St. Mary's, State Normal and Industrial College, Medical College of Virginia, Queens College, Salem, Cullowhee Normal School, Oxford College, Wofford, Elizabeth, Catawba, Mars Hill, Concordia.

Financial Statement

As will be seen from the financial statement of the Business Manager (see *Supplement B*),* the total operating expenses of the Summer School amounted to \$29,765.11, and the total receipts, not including the \$4,057.45 contributed by the University, amounted to \$25,707.66. The University, therefore, put directly back into the operating expenses every dollar received from every student for any purpose whatsoever and \$4,057.45 more, or \$1,057.45 above the \$3,000 appropriated on which the Director was authorized to base his plans. Over and above the receipts, therefore, the University contributed for each student in attendance \$3.76 as against \$4.22 for the preceding year. In laying plans for the session we foresaw the necessity for one of two steps: for increased revenue from some source or for retrenchment in many departments. The idea of taking either step was of course unwelcome, but to take the second seemed to be disastrous.

*This statement was furnished on August 20th by the Business Manager. At the time it was submitted there were still some collections to be made and some outstanding bills to be paid which would about balance each other. These would affect the totals by about \$200.

In an effort to meet the situation as best we could we made some slight increase in charges. Room rent in the dormitories (except in the new dormitories where it was already at this figure) was increased from \$4 to \$5. The registration fee was increased from \$7.25 to \$8 and a tuition fee of \$5 was required of all except teachers or those preparing to teach. For a detailed statement of receipts and expenditures, see Business Manager's report in *Supplement B*.

Some Suggestions for Consideration

1. At present a large number of our best grade teachers in our city schools attend summer schools out of the State for the reason that they can get college credit for courses in elementary education at such places at Columbia and Peabody College, and cannot get it with us. We ought to extend the scope of our credit courses so as to provide for this class of teachers. The suggestion that we make such provision has come from some of our most progressive city superintendents. To provide for this class of teachers it would be necessary to organize courses in elementary education, extending over four or more summers, that would lead to a degree. Provision should, of course, be made to allow these teachers to continue their work by correspondence during the regular session. Such a plan has already been inaugurated by Johns Hopkins University. It would seem feasible for such provision to be made at once without very greatly increased cost.

2. Many instructors are of the opinion that the courses counting for college and university credit should be lengthened from six to eight weeks. Some of our best advanced students have offered the same suggestion. We shall probably have to come to this before long, and my opinion is that we should do it as soon as we are able to meet the extra expense that would be entailed by such a change. If we could extend the college and university credit courses to eight weeks they could be made much stronger and the work more efficient.

3. If the number of students continue to increase as rapidly as for the past few years, they can be accommodated only by running two sessions of six weeks each, as is now done at Peabody College. This year there were between 250 and 275 applicants for admission to the Summer School who could not be accommodated. If we could have accommodated these at campus prices, our attendance would have gone to 1,300 or more. By running the double session we could accommodate possibly 500 or 600 more than we can now take care of. We should not be able to take care of double our present number, because so many would remain for the entire twelve weeks. There should be no difficulty about bringing 1,500 or 1,800 students to Chapel Hill for summer study if provision can be made to take care of them. Should

the plan here suggested be worked out, as it will be some time, the summer session would become a regular quarter of the college year. This probably is not feasible for the present, though it will have to be considered before many years.

4. For the next session I think we should consider carefully the feasibility and the advisability of providing inexpensive temporary quarters on or near the campus for the male students. I would suggest that the Business Manager be instructed to ascertain the approximate cost of providing such temporary quarters for, say, 300 men.

In Conclusion

Grateful acknowledgment is made to the several departments, agencies, and individuals for their generous help and coöperation, particularly to the ministers of Chapel Hill for their constant assistance and coöperation; to the members of the University Faculty who gave a number of lectures without charge; to the American Association for International Conciliation for its generous donation of \$300 for a lectureship on International Polity and Conciliation and for helping to provide the instruction in Spanish and Portuguese; to the Jewish Chautauqua Society of America for sending without expense to the Summer School one of their ablest lecturers; and to the several lecturers who came to us on their own responsibility and in many cases at their own expense, or as representatives of the several State departments or other organizations, who generously gave of their time and services.

Finally, I wish again to express my grateful appreciation of the fine spirit of coöperation which characterized my coworkers in the Summer School. The sincere and efficient service rendered by office assistants, administrative force, instructors, matrons, physician, nurse, and others charged with any sort of responsibility contributed more to the success of the Summer School of 1916 than can be expressed in words.

Respectfully submitted,

N. W. WALKER,
Director of the Summer School.

SUPPLEMENT A—COURSES GIVEN, INSTRUCTORS, AND NUMBER OF STUDENTS

Department and Catalogue Number of Course	Description of Course	Instructor	Number of Students Registered
AGRICULTURE:			
s 1	Elementary Agriculture	Mr. E. A. Hodson	29
s 2	Secondary Agriculture	Mr. E. A. Hodson	6
BOTANY:			
s 11	Field and Economic Botany	Dr. W. C. Coker and Mr. R. H. Totten	8
CHEMISTRY:			
s 11	General Descriptive Chemistry	Dr. J. M. Bell	20
s 12	General Descriptive Chemistry	Dr. A. S. Wheeler	11
s 13	Qualitative Analysis	Dr. A. S. Wheeler	14
s 14	Quantitative Analysis	Dr. J. M. Bell	10
DRAWING:			
s 1-I	Primary Division	Mrs. H. E. Spence and Mrs. W. P. Craig	83
s 1-II	Primary Division	Mrs. H. E. Spence	54
s 1-III	Primary Division	Mrs. H. E. Spence	42
s 2-I	Grammar Division	Miss Edith G. Daggett	29
s 2-II	Grammar Division	Miss Edith G. Daggett	38
s 2-III	Advanced Division	Miss Edith G. Daggett	25
ECONOMICS:			
s 11	General Economics	Mr. D. D. Carroll	31
s 12	Labor Problems	Mr. D. D. Carroll	20
EDUCATION:			
s 1-I	Primary Methods	Miss Lelia Cobb	171
s 1-II	Primary Methods	Miss Ida Evans Roger	60

SUPPLEMENT A—CONTINUED.

Department and Catalogue Number of Course	Description of Course	Instructor	Number of Students Registered
EDUCATION:			
s 1-III.....	Primary Methods.....	Mr. Chas. L. Coon.....	29
s 2.....	Reading for the Primary Grades.....	Miss Ida Evans Roger.....	147
s 3-I.....	Grammar School Methods.....	Mr. I. C. Griffin.....	92
s 3-II.....	Grammar School Methods.....	Mr. I. C. Griffin.....	157
s 4.....	Child Study in the Grammar Grades.....	Mr. E. D. Pusey.....	22
s 5.....	Plays and Games.....	Miss Henriette Marie Masseling.....	82
s 6-I.....	Story-Telling (Primary Division).....	Miss Henriette Marie Masseling.....	196
s 6-II.....	Story-Telling (Grammar Gr. Div.).....	Miss Henriette Marie Masseling.....	56
s 7-I.....	Playgrounds.....	Mrs. Neva S. Burgess.....	32
s 7-II.....	Handicraft.....	Mrs. Neva S. Burgess.....	23
s 8.....	General Administration.....	Mr. E. D. Pusey.....	10
s 9-I.....	The Teaching of English.....	Mr. Chas. L. Coon.....	100
s 9-II.....	The Teaching of History.....	Mr. E. D. Pusey.....	58
s 9-III.....	The Teaching of Arithmetic.....	Mr. M. C. S. Noble.....	79
s 9-IV.....	The Teaching of Geography.....	Mr. M. C. S. Noble.....	114
s 11.....	High School Administration.....	Dr. L. A. Williams.....	42
s 12.....	High School Methods.....	Dr. L. A. Williams.....	90
s 13.....	Constructive School Supervision.....	Mr. L. C. Brogden.....	61
s 14.....	Educational Psychology.....	Mr. W. A. McCall.....	49
s 15.....	Educational Psychology.....	Mr. W. A. McCall.....	23
s 16.....	Administration.....	Dr. L. A. Williams.....	27
s 17.....	Seminar in Educational Psychology.....	Mr. W. A. McCall.....	11
ENGLISH:			
s 1-I.....	Grammar and Composition.....	Mr. Edgar Long.....	48
s 1-II.....	Grammar and Composition.....	Mr. R. H. Thornton.....	39
s 1-III.....	Grammar and Composition.....	Mr. Edgar Long.....	14

s 3	The Study of Literature.....	Mr. Edgar Long.....	11
s 11-I	The Teaching of English in the High School.....	Dr. Edwin Greenlaw.....	74
s 11-II	The Teaching of English in the High School.....	Dr. James F. Royster.....	18
s 12	Shakespeare.....	Dr. J. H. Hanford.....	13
s 13	The Romantic Poets.....	Dr. J. H. Hanford.....	22
s 15	Composition.....	Mr. Edgar Long.....	17
s 19	Contemporary Drama.....	Dr. James F. Royster.....	18
s 20	Chaucer.....	Dr. James F. Royster.....	24
s 21	Browning and Meredith.....	Dr. Edwin Greenlaw.....	--
FRENCH:			
s 1	Elementary Course.....	Mr. E. F. Parker.....	14
s 2	Elementary Course.....	Mr. E. F. Parker.....	3
s 11	Advanced Course.....	Mr. E. F. Parker.....	5
s 12	Advanced Course.....	Mr. E. F. Parker.....	6
s 13	Teacher's Course.....	Dr. W. M. Dey.....	9
GEOGRAPHY:			
s 1	General Geography.....	Mr. John E. Smith.....	30
s 2	High School Geography.....	Mr. John E. Smith.....	2
GEOLOGY:			
s 11	Elementary Geology.....	Mr. John E. Smith.....	8
GERMAN:			
s 1	Elementary Course.....	Mr. W. D. Toy.....	19
s 2	Elementary Course.....	Dr. Kent J. Brown.....	10
s 11	Advanced Course.....	Dr. Kent J. Brown.....	13
s 12	Advanced Course.....	Dr. Kent J. Brown.....	8
s 13	German Literature.....	Mr. W. D. Toy.....	3
s 14	German Literature.....	Dr. Kent J. Brown.....	3
GREEK:			
s 1	Elementary Course.....	Mr. W. S. Bernard.....	4
s 11	Greek Literature.....	Mr. W. S. Bernard.....	4

SUPPLEMENT A—CONTINUED.

Department and Catalogue Number of Course	Description of Course	Instructor	Number of Students Registered
HISTORY:			
s 1.....	History of England.....	Mr. J. B. Vernon.....	17
s 2.....	History of the United States.....	Mr. J. B. Vernon.....	41
s 12.....	History of Rome.....	Dr. H. M. Wagstaff.....	14
s 15.....	Reconstruction of the Union.....	Dr. J. G. deR. Hamilton.....	17
s 16.....	Modern Europe.....	Dr. H. M. Wagstaff.....	26
s 17.....	Contemporary United States History.....	Dr. J. G. deR. Hamilton.....	9
s 18.....	Modern International Relations.....	Dr. J. G. deR. Hamilton.....	21
HOME ECONOMICS:			
s 1.....	Cooking and Sewing.....	Miss Elizabeth Pryor and Miss Lydia Lacey.....	45
s 2.....	Rural Supervisor's Course.....		
s 3.....	Housekeepers' Course.....		
LATIN:			
s 1.....	Elementary Course.....	Dr. G. K. G. Henry.....	16
s 2.....	Latin Composition.....	Dr. G. K. G. Henry.....	6
s 3.....	Cicero.....	Dr. G. K. G. Henry.....	5
s 4.....	Virgil.....	Dr. T. J. Wilson, Jr.....	14
s 11.....	The Teaching of Latin in the High School.....	Dr. George Howe.....	25
s 12.....	Horace.....	Dr. T. J. Wilson, Jr.....	7
s 13.....	Pliny.....	Dr. George Howe.....	5
s 16.....	Latin Comedy.....	Dr. G. K. G. Henry.....	3
MATHEMATICS:			
s 1-I.....	Arithmetic.....	Mr. S. L. Sheep.....	57
s 1-II.....	Arithmetic.....	Mr. F. W. Morrison.....	37
s 2.....	Secondary Algebra.....	Mr. J. W. Lasley, Jr.....	16
s 3.....	High School Algebra.....	Mr. M. H. Stacy.....	8

s 4.....	Plane Geometry.....	Mr. M. H. Stacy.....	30
s 5.....	Solid Geometry.....	Mr. S. L. Sheep.....	9
s 11.....	College Algebra.....	Mr. W. W. Rankin.....	12
s 12.....	College Algebra.....	Mr. W. W. Rankin.....	15
s 13.....	Plane Trigonometry and Logs.....	Mr. J. W. Lasley, Jr.....	13
s 14.....	Spherical Trigonometry and Logs.....	Mr. J. W. Lasley, Jr.....	10
MUSIC:			
s 1.....	Public School Music.....	Mr. Gustav Hagedorn.....	10
s 2.....	Public School Music.....	Mr. Gustav Hagedorn.....	1
s 4.....	Normal Course in Piano Teaching.....	Mrs. W. J. Ferrell.....	18
PHYSICS:			
s 1.....	Elementary Course.....	Mr. V. L. Chrisler.....	7
s 2.....	Elementary Course.....	Dr. P. H. Daggett and Mr. V. L. Chrisler.....	6
s 11.....	Advanced Course.....	Dr. P. H. Daggett and Mr. V. L. Chrisler.....	29
s 12.....	Advanced Course.....	Dr. P. H. Daggett and Mr. V. L. Chrisler.....	25
PHYSIOLOGY AND HYGIENE:			
s 1.....	Elementary Course.....	Dr. C. S. Mangum.....	6
RURAL ECONOMICS AND SOCIOLOGY:			
s 11.....	Rural Economics and Sociology.....	Mr. E. C. Branson.....	21
s 12.....	Laboratory Course in Home County Studies.....	Mr. E. C. Branson.....	--
SPANISH:			
s 1.....	Elementary Course.....	Dr. W. M. Dey.....	8
WRITING:			
s 1-I.....	Free Arm Writing.....	Miss Lily Nelson Jones.....	138
s 1-II.....	Free-Arm Writing.....	Miss Lily Nelson Jones.....	
s 1-III.....	Free-Arm Writing.....	Miss Lily Nelson Jones.....	
s 2-I.....	Palmer Writing.....	Miss Archie Lee Dickson.....	139
s 2-II.....	Palmer Writing.....	Miss Archie Lee Dickson.....	
s 2-III.....	Palmer Writing.....	Miss Archie Lee Dickson.....	

SUPPLEMENT B—FINANCIAL STATEMENT OF BUSINESS MANAGER

NOVEMBER 1, 1915, TO AUGUST 20, 1916

RECEIPTS

Matriculation Fees	\$ 8,385.00
Room Rent	2,940.50
Dining Hall	11,364.29
Books and Material.....	1,441.42
Tuition	447.00
Botany Fee	1.00
Chemistry Fee	214.00
Geography Fee	6.00
Geology Fee	6.00
Physics Fee	62.00
The Weekly	83.75
July 4th	207.73
Musicale	58.00
Choral Club	100.50
American Association for International Conciliation.....	300.00
Subscription	75.00
Miscellaneous	15.47
Contribution by the University.....	4,057.45
	<hr/>
	\$29,765.11

EXPENDITURES

Salaries	\$ 12,842.32
Labor	950.46
Printing and Postage.....	1,584.73
Advertising	258.10
Equipment	407.38
Books and Materials.....	1,268.64
Dining Hall	9,586.74
Dining Hall Refunded.....	595.90
Room Rent Refunded.....	220.00
Registration Fee Refunded.....	53.25
Tuition Fee Refunded.....	15.00
Chemistry Fee Refunded	36.94
Geology Fee Refunded.....	1.00
Physics Fee Refunded.....	11.50
Household Economics	51.94
Infirmary	47.64
Telephone and Telegraph	25.64
Handling Trunks	107.45
Country Life Week.....	59.46
Lights and Water.....	536.00
Musicale	30.30
Wyche Lectures	100.00
Banks Lectures	100.00
Sledd Lectures	75.00
Concert	76.16
Reception	18.75
July 4th Celebration.....	273.42
Rent	315.00
Miscellaneous	116.39
	<hr/>
	\$29,765.11

The Bureau of Extension

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit the report of the Bureau of Extension from November 1, 1914, to October 31, 1916.

In 1911 the Bureau of Extension was organized as the agency of the University through which the varied resources of the University should be made directly available to the people of the State. As such, during the two-year period which this report covers, it has prosecuted a definite and increasingly successful program of service which has embraced every section of North Carolina and has benefited every class of the State's citizenship. The variety and extent of this service can be reviewed best under the nine subdivisions into which the work is divided.

I. General Information

The Division of General Information has endeavored to bring the public, in its search for information on a wide variety of subjects, into direct connection with the members of the faculty and the 80,000-volume library of the University. Questions from inquirers which can be answered by individual members of the faculty are handed through this Division to those best qualified to answer them, or, if the information can be supplied from the library, answers are sent direct in letter or other special form, or books or pamphlets in which the information is contained are sent direct by parcel post, the inquirer paying the postal charges each way. Information supplied in this way has ranged from the loaning of a book on the subject of commission form of city government to a member of a board of aldermen to the sending of one of the members of the faculty to the Appalachian Training School at Boone for a three days stay to sketch a plan for the future development of the campus of that institution. For the convenience of school debating societies and women's clubs, special package debate and study libraries comprising several hundred books and pamphlets have been assembled, and are always at the command of borrowers. Single books or pamphlets are sent when larger collections are not available. Expressed statistically, the work of this Division follows:

	1914-15	1915-16
Letters in reply to inquiries.....	1,045	1,700
Books and pamphlets loaned.....	1,196	1,485
Total	2,241	3,185

II. Public Discussion

North Carolina has always had a special bent for public discussion and debate. In order that such discussion might be better informed and more intelligent the Division of Public Discussion and Debate has attempted to promote discussion and debate not only among the high schools, but among clubs and societies of every sort, and to supply outlines and material for use in such discussions. The organizations through which the work has been carried on most successfully, however, have been the school literary societies having membership in the High School Debating Union. This organization, formed in 1912 with 90 high schools, enrolled 250 schools, with a total of 1,000 debaters, during the year 1915, and brought to Chapel Hill, on April 9th of that year, 200 contestants for the Aycock Memorial Cup, which was won by the Wilson High School. The query was that of ship subsidies, a special handbook of 74 pages having been prepared by the Division for the use of the debaters. This series of debates included 90 of the 100 counties of the State, and was heard by at least 75,000 North Carolinians. In 1916 the number of schools enrolled increased to 325 and the debaters to 1,300. Of the 100 counties of the State 94 were included, and a total audience of 100,000 heard the discussions in the 325 communities. The subject debated was that of the enlargement of the Navy, on which a 64-page bulletin was prepared, and the victory was won by representatives of the Graham High School. During both final contests at Chapel Hill free entertainment was provided all debaters and visiting teachers by the student body and members of the University faculty. Further interest was stimulated in this field through the distribution of copies of the bulletin, "Public Discussion and Debate," prepared by the Division, and through regular publication in the *News Letter* of outlines for debate and programs suitable for use in the school and adult societies of the State. The handbook for the 1916-17 debate on Government ownership of railroads is now in press, and the Division has in preparation new editions of its bulletins on declamation and debate. It is also preparing a third bulletin for use in the society work of the grades immediately below the high school.

The activities of this Division have been carried on by E. R. Rankin, Assistant Director of the Bureau. Expressed in tabular form, they exhibit the following scope:

	1914-15	1915-16
Letters written in conducting the debate.....	3,000	5,000
Bulletins on query furnished debaters.....	1,005	2,943
Other documents and material on query furnished debaters.....	1,673	6,087
Number of schools participating	250	325
Number of counties represented	90	94
Number of debaters participating	1,000	1,300
Total North Carolina audience reached.....	75,000	100,000

III. Correspondence Courses

A large enrollment has not yet been secured in the Division of Correspondence Study, but during the two years very definite results have been achieved, and the direction in which this special work should grow has been clearly indicated. As now planned, these courses benefit persons who cannot come to the University and University students enrolled in the summer or winter terms. Since University credit has been given for work in the correspondence and summer courses an increasing number of students have taken advantage of the opportunity, and after having enrolled in these courses have matriculated as regular University students. Likewise, a number of University students who have had to drop out of college temporarily have been enabled to continue some of their studies at home. While the enrollment in this Division has not grown rapidly, it has steadily increased, and the work has been greatly appreciated and recognized as of genuine worth.

At the beginning of 1915-16 arrangements were made with the office of the State Superintendent of Public Instruction by means of which a reading course for teachers in the public schools of the State was given by correspondence through this Division. In this way it has been clearly shown that the University could be directly helpful to the elementary schools of the State. The work was so successful that the State Superintendent requested other State institutions to assist in the work, so that all the counties of the State might be included. In accord with this enlarged plan the University is devoting itself specially to the work in the following fourteen counties: Bladen, Brunswick, Chatham, Columbus, Cumberland, Harnett, Hoke, Johnston, Lee, New Hanover, Orange, Robeson, Sampson, and Scotland.

In order to make the work of the Division more effective a special committee has been provided and additional courses have been outlined and offered for 1916-17. In addition to this, a new type of course particularly adapted to the needs of the women's clubs of the State has been inaugurated. These club study courses at present relate to only two fields, literature and history, but they are distinctive for the reason that they represent the first steps taken by the University in relating its cultural influences to other than past or prospective students.

Under the direction of Prof. L. A. Williams, the Division has been thoroughly organized, offices have been equipped, and an assistant in English and a secretary have been employed to aid in carrying on the work of the Division. A catalogue of courses is issued annually, and for 1916-17 a series of leaflets relating to methods of study has been

prepared for the use of those enrolled in the courses. A special handbook on Spanish-American Literature and History, Pierson's Syllabus of Latin-American History, has been issued.

The scale of fees for registration and the various courses follows: Registration, \$2; non-credit courses, \$3; credit courses, \$5.

Statistics on November 1 for the two years are given below:

	1915	1916
Number students enrolled.....	23	40
Total number of weekly lessons sent out.....	31	49
Number weekly lessons of credit courses sent out.....	26	39
Number weekly lessons of non-credit courses sent out.....	5	10
Total number courses offered.....	37	40
Number credit courses offered.....	16	18
Number non-credit courses offered.....	21	22
Number students enrolled in the University previous year, enrolled in this Division.....	4	10
Number counties represented.....	27	29

IV. Lectures

During the two years the Division of Lectures has increased both the scope and the efficiency of its work. One hundred and eighty-one engagements were filled in 64 counties in 1914-15 and 185 engagements in 64 counties in 1915-16. As many engagements had to be declined each year as were filled. One hundred and twenty-eight subjects were offered in 1914-15 and 135 in 1915-16. These embraced history, current events, literature, travel, fine arts, useful arts, engineering, sanitation, community building, education, country life, and other topics, and a total audience of 100,000 was reached. A special stereopticon was purchased for the Division for use in illustrated lectures, and the stock of slides was materially increased. Five sets of slides which have been added recently are worthy of notice: Farm Homes, Farm Home Beautification, North Carolina High Schools, Color Photography, Animal Life. The use of the stereopticon in the conduct of the various surveys in Orange County and in the moonlight school campaign has been especially valuable. In many instances the lectures given have related to definite subjects proposed by the community visited, such as the establishment of libraries, the beautification of school grounds, the holding of school fairs, rally days, etc., and in this way have been of practical value in the solution of local problems.

Statistics for the two years follow:

	1914-15	1915-16
Number subjects offered.....	128	135
Number lectures given.....	181	185
Number counties represented.....	64	64
Total audience reached.....	50,000	50,000

A new statement of lectures offered for 1916-17 is in press, and the work of the Division under Assistant Director E. R. Rankin, is being carried on with unusual vigor.

V. Social and Economic Surveys

In September of 1914 Prof. E. C. Branson began his investigation of North Carolina social and economic conditions. In beginning this work he found the student body of the University a most willing and efficient helper. Through him, the County Clubs, and the larger, central North Carolina Club, splendid progress has been made in assembling and disseminating information concerning North Carolina. In all of these illuminating investigations the following points have been constantly kept (to quote from Professor Branson's summary) in mind:

1. During the first two years these studies covered 173 subjects of State-wide concern. They have involved (1) direct field investigations, (2) correspondence inquiries, and (3) the close study, analysis, and interpretation of institutional, State, departmental, and Federal reports, and similar source materials. The comprehensiveness of these subjects will be seen by glancing at the lists published in detail in the *University News Letter*, Vol. I, Nos. 27 and 38, and Vol. II, Nos. 27, 43, and 44.

2. Always, (1) North Carolina is compared with the rest of the United States and ranked accordingly; (2) the facts are ascertained for each county, and the counties ranked accordingly; (3) the results are mapped, so that the counties that are moving forward, marking time, or dropping to the rear are seen at a glance; and (4) the study is concluded by a thesis that considers (a) origin and cause, (b) distribution, (c) consequences, and (d) remedies.

3. Every county in the State is involved in 135 of these studies, so that the accumulated data in the North Carolina Club headquarters enables any student to assemble for any county in a brief space of time 135 economic and social facts and to rank the county accordingly.

THE NORTH CAROLINA CLUB

The North Carolina Club was organized at the University on September 25, 1914, and is now entering upon its third year's work. It is an organization composed of students and faculty members who seek to know North Carolina's economic and social life intimately. It meets for an hour upon fortnightly Monday evenings. The schedule of studies for the year is marked up at the first meeting each fall, and the subjects are promptly chosen by volunteers among the members.

THE COUNTY CLUBS

Affiliated with the North Carolina Club, directly or indirectly, are the various County Clubs of students. The County Clubs, or certain members of them, are exploring the economic and social problems of their home counties. So far sixty-two county booklets have been prepared for publication in the home papers. In some instances the county officials are preparing to issue these county studies in pamphlet form for text-book use by students in the high schools, by the teachers in the county institutes, and for the thoughtful reading by the farmers, ministers, bankers, and other business people in general.

The fifteen chapters of these county booklets cover: (1) The Historical Background, (2) Timber Resources, (3) Mineral Resources, (4) Water-Power Resources, (5) Industries and Opportunities, (6) Facts About the Folks, (7) Facts About Wealth and Taxation, (8) Facts About the Schools, (9) Facts About Farm Conditions, (10) Facts About Farm Practices, (11) Facts About Food and Feed Production, (12) The Local Market Problem, (13) Where the County Leads, (14) Where the County Lags, and (15) The Way Out.

COUNTY SURVEYS

The counties for which these studies have been made follow: Alexander, Alleghany, Anson, Bertie, Brunswick, Buncombe, Burke, Cabarrus, Caldwell, Caswell, Catawba, Chatham, Chowan, Cleveland, Columbus, Cumberland, Davidson, Duplin, Durham, Forsyth, Gaston, Granville, Guilford, Halifax, Haywood, Henderson, Iredell, Jackson, Johnston, Lee, Lenoir, Lincoln, Macon, Madison, Martin, McDowell, Mecklenburg, Montgomery, Nash, New Hanover, Northampton, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Richmond, Rockingham, Rutherford, Sampson, Surry, Swain, Union, Wake, Warren, Watauga, Wayne, Wilson, Wilkes, Yadkin and Yancey.

FIELD WORK

1. The activities of the North Carolina Club have stimulated local interest throughout the State; notably in Cherryville Township, Gaston County, and in Swain, Watauga, and Alleghany, where small groups of devoted teachers and ministers have been busy of late arousing their constituencies to the necessity for community self-knowledge and constructive coöperative effort for progress and prosperity.

2. The attention of Chambers of Commerce has been arrested by the 29 county studies showing the self-defensive interest of city cen-

ters in Local Markets for Home-raised Food and Feed Supplies, notably in Charlotte, Raleigh, and Wilmington, where vigorous campaigns are now under way in behalf of farm prosperity in the surrounding trade territories.

3. Field surveys of Orange, the home county of the University, have actively involved the Carolina Club members, the Chapel Hill Community Club, the County School Board, and the State and Federal authorities—some four hundred people, all told. These surveys have concerned (1) Country Schools, (2) Churches and Sunday Schools, (3) Public Health and Sanitation, (4) Farm Homes, (5) Farm Practices, and (6) Soils and Soil Resources. The result of this investigative, educative, and constructive campaign will be given to the public in the early spring in a University Extension bulletin under the title, *Orange County: Economic and Social*.

4. Coöperative effort by country people under ministerial leadership in behalf of country well-being was stimulated by the Country-Life Institute at the Summer School of the University in 1916, and by the *Country-Life Bulletin*, which gives in the large and in detail this fructifying idea of President Graham and Rev. T. S. Coble of Davie County. It is hoped that such Country-Life Institutes will be held all over North Carolina.

5. During the two years ending November 1, 1916, Professor Branson made 75 addresses all over the State from Manteo to Boone, before teachers, farmers, boards of trade, church assemblies, ministerial associations, mission workers, and audiences assembled upon memorial days and commencement occasions. His subjects have been The Progressive School; The Culture Value of Reality Studies; The Vital Study of a County; Know-Your-Home-State Clubs; The Social Progress Campaign in Orange; Where Pasquotank Leads and Lags; The Next Great Thing for the Twin City to Do; Wealth, Welfare, and Willingness; Rural Credit in North Carolina; Our Carolina Highlanders; Our Country Church Problem; Robert E. Lee, Gentleman; Come, Let Us Live With Our Children; Mountain School Problems; Country-Life Problems, 15 addresses before the University and the State colleges in Mississippi; and Country-Life Problems in the South, 14 addresses before the Summer School for Social Service Workers, under the International Y. M. C. A. auspices at Blue Ridge, N. C.

COUNTRY-LIFE BULLETINS

1. The results of the State and County Club studies appear in brief in the *University News Letter*, which goes free once a week the year around to 9,000 readers in North Carolina and in a score or more of other States.

2. The *Home County Club-Study Bulletin*, University Series No. 9, gives full details of instructions for the County Clubs.

3. Two special studies have been given to the public in University Extension Circular, No. 1—Our Country Church Problem; and in Circular No. 2—Our Carolina Highlanders. Another circular upon Wealth, Welfare, and Willingness in North Carolina is ready for the printer.

4. Country-Life Institutes were treated in the University Extension Bulletin, No. 16. The chapters concern (1) The Purposes of Country-Life Institutes; (2) The Mission of the Country Church; and Institute topics and reading references upon (3) Country Churches and Sunday Schools; (4) Rural Work and Wealth; (5) Rural Schools; (6) Rural Health and Sanitation; (7) Rural Recreation; and (8) Rural Organization.

5. The North Carolina Club Year Book, 1915-16, Extension Series No. 17, contains 23 chapters upon Resources, Advantages, and Opportunities in North Carolina.

UNIVERSITY NEWS LETTER

November 17, 1914, marked the date of the appearance of the *University News Letter*, a five-column weekly clip sheet issued at present under the direction of the following editorial board: E. C. Branson, J. G. deR. Hamilton, L. R. Wilson, G. M. McKie, R. H. Thornton, and J. H. Johnston.

From the beginning the *News Letter* has striven to acquaint North Carolina, not with the fact that it has a University with various departments, but rather with itself. Through its columns light has been turned on many economic and social conditions obtaining in the State, and pertinent suggestions have been made as to ways and means of improving them.

In addition to this predominating feature, a letter from the School of Education for the aid of the schools of the State has appeared weekly, and at fairly regular intervals outlines for the discussion of social, economic, and political questions have been printed. Progressive movements originating at different places in the State have been held up for commendation, and throughout the entire publication the constant effort has been to supply the press of the State with easily quotable material which is vital to the welfare of North Carolina.

The *News Letter* is just entering upon its third year. It has served to make one thing clear to the people of the State, namely, that the University is not thinking first and most about itself, but first and most about North Carolina.

The circulation of the *News Letter* started at 3,000. The mailing list has steadily grown, and the paper is now being sent free to 9,000

persons in the 100 counties of the State. Not a week passes but that some article in it is reproduced in a score of papers, and in several instances the number clipping the same article from it or commenting editorially upon it has reached the 100 mark.

COUNTRY-LIFE CONFERENCES

One of the fixed events of the Summer School is Rural Life Week. The session of 1915 was presided over by Dr. W. A. McKeever of the University of Kansas, and Professors E. C. Branson and Z. V. Judd of the University. The President of the Farmers' Union, the North Carolina Commissioner of Agriculture, rural school supervisors, principals of farm-life schools, directors of boys' and girls' agricultural and domestic clubs, 60 or more in number, together with those teachers in the Summer School who were teaching in rural schools, met for continued conferences and discussions. These discussions were of such a practical and at the same time inspirational nature that they proved easily one of the most interesting features of the School.

In 1916 a Country-Life Institute under ministerial guidance was held during the session of the Summer School. It was a brand new thing in the South, so far as we know. It embodied the idea of Rev. T. S. Coble of Davie County and President Graham of the University. It was planned by 13 ministers of various denominations assembled at the University in the preceding May. The program concerned Country Church and Sunday School Problems, Country Work and Wealth, Rural Health and Sanitation, Rural Schools, Rural Recreation, and Rural Organization. The *Country-Life Bulletin*, Extension Series, No. 16, gave the program in full with reading references, and lists of available helpers all over the State, for communities that are minded to hold such Institutes of their own at any time hereafter.

The preachers, teachers, doctors, farmers, bankers, church and Sunday school workers who were in attendance and registered for the Country-Life Institute numbered 233.

VI. Municipal Reference

Gratification of a very high sort is felt by the Bureau of Extension that the General Assembly, at its 1915 meeting, provided for the establishment of a Legislative Reference Bureau and appropriated \$5,000 annually for its maintenance. The Bureau had felt that North Carolina greatly needed the service of such a reference bureau, and in so far as it could had placed comparative legislative material in the hands of legislators seeking information concerning proposed laws.

While this bureau has been established at Raleigh, no provision has been made for a similar bureau for municipalities. Consequently, the Division of Municipal Reference, under the direction of Professors C. L. Raper and J. G. deR. Hamilton, has been continued. During the session of the General Assembly in 1915 information was supplied several municipalities concerning charters, franchises, taxation, etc., and material from the library was loaned. Recently the standard municipal journal of the United States and a number of books on charters, franchises, city planning, commission form of government, playgrounds, municipal ownership of public utilities, etc., have been added to the Municipal Reference library, and special investigations concerning city school systems, chambers of commerce, markets, etc., have been carried out by various departments of the University. There is a distinct field of service here, and it is the purpose of this Division to supply this service as far as it can.

VII. Educational Information and Assistance

The extension work of the School of Education has been of the most varied sort, and has constantly increased, both in volume and in definiteness of service. The following are some of the ways in which the School has been active in solving the many problems of North Carolina's educational development:

1. With the foundation of the *News Letter*, the School began the publication of a weekly letter on some specific educational topic as a part of each issue. This plan has been continued, and the total number of letters written by members of the School is, to date, 97. As the *News Letter* has a circulation of 9,000, the School is able by this means to reach directly the great body of progressive teachers and school officials of the State. These letters have dealt with all sorts of educational topics, including classroom methods, plans for county commencements, attendance, rural and city school supervision, the larger problems of school administration, and have in particular tried to present for the benefit of the teaching profession of the State as a whole any noteworthy advance made in educational work anywhere within its borders. The response with which these letters have met has been most gratifying.

2. It is difficult to give in brief space any idea of the variety of services rendered by the individual members of the School. Calls for addresses on educational topics, at school commencements, rallies, county and city teachers' meetings, before women's clubs, and other organizations, have been so numerous that, in spite of the fact that over 150 such addresses have been made by the members of the School in the two years, many calls have necessarily been refused.

Definite assistance rendered particular systems includes surveys which have been made of three city systems, the results of which have been embodied in written reports and recommendations, mental examinations of backward pupils and recommendations carried on throughout the year in one system, and the testing of eyesight and hearing of pupils in two others.

In 1915-16 the School assisted in the professional work for teachers in Orange County, stressing particularly ways and means of securing organized community effort. In 1916-17 this work is being continued, and, in addition, the School has been asked to coöperate, as have the other institutions for higher education, with the State Department of Public Instruction, in organizing and supervising the Reading Circle Work for teachers. It has accordingly been placed in charge of this work in a group of fourteen counties, most of which have already been organized and the work begun.

All sorts of requests for information and assistance have been received and attended to through correspondence as well as by personal visitation. They have ranged from suggestions for the resurfacing of old blackboards to the criticism of plans for school buildings. Suggestions for debates and commencement addresses have been forwarded to pupils, and inquiries from teachers as to school exhibits, the teaching of particular subjects, the gradation of pupils, books for professional libraries, playground apparatus, and scores of other matters, have been answered.

3. The Teachers' Bureau has enrolled during the two years the names of 200 students and alumni of the University. This is in addition to the bureau conducted by the Director of the Summer School for teachers who are in summer attendance, but who have never been regularly enrolled students of the University. The bureau has rendered its services without charge, and has recommended only on request. Even with this limitation, it has found itself often embarrassed because it has not been able to find enough men for the positions about which it has been consulted.

4. In addition to the weekly educational letter series, the members of the School have reached the teachers of the State through a variety of articles published in the *High School Bulletin*, which is edited by Prof. N. W. Walker. The most important recent publication by the School was the bulletin by Dean Noble on "The Teaching of County Geography" (September, 1915). This, though designed especially for Orange County teachers, has aroused interest throughout the State. Another important service in the way of publications was rendered by Prof. L. A. Williams, who is the author of portions of the revised bulletin of the State Department of Public Instruction on "Plans for Public School Houses" (1915).

5. The School has tried to remember that extension work involves participation in the activities of local as well as State educational agencies. To this end, in addition to the work in Orange County already mentioned, a tentative plan of coöperation has been worked out and set on foot whereby the Chapel Hill School System and the School of Education are finding themselves in the position of deriving increased mutual benefit and assistance.

Stated in tabular form, some of the activities of the School during the last two years may be summarized as follows:

Weekly educational letters issued in News Letter.....	97
Educational addresses made.....	150
Inquiries answered by letter.....	600
School surveys made.....	3
Counties organized and supervised in Reading Circle work.....	14

VIII. Good Roads Institute

North Carolina has begun in recent years to pay serious attention to the vital problem of good roads. To aid in this constructive work the University began holding in 1914, under the joint auspices of the North Carolina Geological and Economic Survey and the Department of Civil and Highway Engineering, an annual Good Roads Institute.

At the first Institute there were 24 counties represented, with 54 men attending; at the second, held in February, 1915, there were 29 counties represented, with 80 men attending; at the third, held in February, 1916, there were 127 men representing 43 counties. Of the 1916 attendance, 20 were road engineers, 19 road superintendents, 31 road commissioners and county commissioners, 12 road supervisors, 4 patrolmen, 20 machinery and materials men and contractors; the balance were men who were interested in road work, including 20 students of the University.

It has been the purpose of those in charge of the work to make it as practical as possible, and many demonstrations of the subjects discussed were given on the roads near the University.

IX. Post-Graduate Medical Instruction

During the summer of 1916 post-graduate instruction in Medicine was given under the direction of the University authorities and the State Board of Health. Two courses were conducted, both in pediatrics, one for sixteen weeks, the other for twelve weeks. They consisted of lectures and clinics under the direction of Dr. Lewis Webb Hill of Harvard University, and Dr. Jesse R. Gertsley of Northwestern University, both acknowledged experts in that field.

Under this plan the teacher went to the doctors practicing at home, instead of one or two of the best of them going to him for a week or two of clinical work. Six towns, reasonably close together, with satisfactory train schedules, were selected, and a class of physicians (varying in number from eight to twenty) was formed in each town, from the town and its surrounding country. A lecture was given to the class in town A on Monday morning for one hour, and a two-hour clinic held that afternoon. On Tuesday the lecturer went to town B; on Wednesday to town C; and so on through the six towns on the six days of the week, going back to town A on the following Monday; and so on for the second lecture and clinic; and so on through the length of the course. In this way the lectures in town A were all delivered on Monday; those in town B on Tuesday, etc.

About 185 physicians took the courses, or about 90 in each division. The expenses of the course were paid by the physicians, the tuition charges being about \$30 apiece. A small laboratory was maintained in connection with each clinic.

A questionnaire was sent to all of the physicians who took the course, and they were asked a number of questions in regard to its success. Fully 75 per cent agreed that it was very successful and helpful. About the same per cent said that if another course in a different subject were instituted they would take it. The greatest difficulty encountered was in getting clinical material, and having the members of the class meet the responsibility of furnishing the material. It is believed that this difficulty can be obviated by more care at the beginning of the course.

The plan is a flexible one. Similar courses could be instituted much shorter in length for such subjects as require brief special treatment, and instead of a group of a half-dozen towns, a group of three towns, or two towns could through some coöperating agency bring special lecturers and hold special clinics.

A formal record of attendance was kept at the class meetings, and an examination was given in all of the classes in one of the divisions. Fifty-seven men stood this written test and passed on it, and were given certificates by the University.

Rally Day

Thus far this report has dealt with the activities of the nine special divisions of the Bureau of Extension. Certain other organizations or groups of individuals on the campus or closely connected with it have so splendidly illustrated the extension spirit, permeating the entire University community that mention and commendation of them is included here.

Rally Day, held on the campus on October 29, 1915, and November 3, 1916, brought together for a day of social intermingling and community stimulation not less than 2,000 residents of Orange and Chatham counties and members of the University campus. Exhibits of agricultural products, quilt work, fancy work, canned goods and cooking, together with illustrated lectures in the Chapel and at the Pickwick Theater, formed an exceedingly interesting and instructive program. At noon country and town gathered on the campus for a picnic dinner. Later in the afternoon the Sunday schools of the neighboring communities, and special athletic events were held on the University athletic grounds. Dean Noble, of the School of Education, has been the directing genius of the rallies; and the events, in addition to drawing the entire population closer together, has given the students of the University an object-lesson in community coöperation which may be effectively applied anywhere in North Carolina.

Moonlight Schools

For years the University Y. M. C. A. has allied itself with the constructive work of the Sunday schools within a radius of four miles of Chapel Hill. For two years it has conducted a night school for negroes and more recently it has organized and carried on a most effective night school and debating society for the mill operatives at Carrboro. When the call came for volunteers for the moonlight school campaign in 1915, over 100 students volunteered for the work and 60 were regularly employed in the five schools. In these schools three meetings were held each week. There was a total enrollment of 263 and an average attendance of 160. Of the total number, 16 were illiterates, 12 of whom were taught to read and write. Courses were given in reading, writing, arithmetic, spelling, history, and civil government, and interesting illustrated lectures on health and other subjects were given. In 1916 the moonlight schools were suspended, but the work of instruction has been continued by a series of lyceum lectures, a program of four having been provided for each school.

Publications

In addition to the *News Letter*, the Bureau publishes a regular series of Extension Bulletins, and during 1915-16 began the publication of two new series—Extension Bureau Circulars and Correspondence Course Leaflets. The titles and sizes of the editions printed appear below:

BULLETINS

No. 10.	Lectures and Correspondence Courses, 1914-15.....	3,000
No. 11.	Ship Subsidies	3,000
No. 12.	The Teaching of County Geography.....	4,000
No. 13.	Lectures and Correspondence Courses, 1915-16.....	3,000
No. 14.	The Enlargement of the Navy.....	3,000
No. 15.	Good Roads Institute, 1916.....	3,000
No. 16.	Country-Life Institutes, 1916.....	3,000
No. 17.	North Carolina Club Year Book, 1915-16.....	2,000
No. 18.	Lectures and Correspondence Courses, 1916-17.....	3,000

CIRCULARS

No. 1.	Our Country Church Problem.....	1,000
No. 2.	Our Carolina Highlanders.....	1,000
No. 3.	Wealth, Welfare, and Willingness in North Carolina.....	1,000

LEAFLETS

No. 1.	Courses with University Credit.....	250
No. 2.	Courses for Teachers.....	250
No. 3.	Courses for Workers.....	250

Total	30,750
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Community Service Work

In was North Carolina's distinction to be the first State to devote a week or a part of a week to the study of vital community problems. This it did during December 3-5, 1914, the idea having originated with the President of the University. In carrying out the observance of the "Week," the central committee drew upon the University for the editor of the handbook, which was used as a basis of the specific studies engaged in, and made extensive use of material from the files of the University Library and of the department of Rural Sociology. In addition to this general service, members of the faculty took an active part in the observance of the "Week" in Orange County and delivered special addresses in a dozen communities in other parts of the State.

Other Activities

During the two years an effort has been made to aid the schools of the State in the development of athletic sports and to stimulate the alumni of the University to become active coöperating agencies in the University's extension work. Special contests in football, basketball, baseball, and track athletics have been held under the direction of an alumni committee. Mr. E. R. Rankin, in coöperation with the faculty committee on Alumni Organization, has kept in close touch with alumni activities. In addition, members of the faculty have addressed

a number of alumni associations in the State and special letters from the President of the University to the alumni have indicated ways and means by which the service of the University may be increased. The correspondence involved in these activities has comprised fully 10,000 letters annually.

Organization

During the two years the Bureau has had permanent headquarters in Peabody Hall, and to the fact that offices, stenographic aid, and office equipment have been supplied must be attributed in part much of the Bureau's success. Work in the nine divisions has been systematized and the foundations have been laid for increasingly effective work in the future.

As already indicated in this report, the nine divisions are administered as follows: (1) General Information, by the Director; (2) Public Discussion and Debate, by Assistant Director E. R. Rankin; (3) Correspondence Study, by Prof. L. A. Williams; (4) Lectures, by Assistant Director E. R. Rankin; (5) County Surveys, by Professor E. C. Branson; (6) Municipal Reference, by Professors C. L. Raper and J. G. deR. Hamilton; (7) Educational Information and Assistance, by Professors Noble, Walker, Chase, and Williams, of the School of Education; (8) Good Roads Institute, by Dr. Joseph Hyde Pratt; (9) Medical Instruction by Assistant Director E. R. Rankin coöperating with the State Board of Health. Attention is also gladly drawn to the assistance given the Bureau by all members of the University community. The work accomplished is a result of the combined service of the entire campus, and the degree of its effectiveness has been largely conditioned upon the splendid spirit in which it has been rendered.

Productive Work

A careful study of the foregoing report leads to two conclusions: (1) Extension work is most effective when it grows naturally out of the daily activities of the regular University departments; (2) The University's work in the field of extension, when measured by the best available standards, has been unusually productive. In no wise has it been perfunctory or artificial. North Carolina has been definitely benefited through the activities enumerated, and it has in many ways voiced its appreciation of the service rendered.

Recommendations

During the two years the Bureau has employed the Assistant Director and three stenographic clerks, has printed the *News Letter*, *Bulletins*, *Circulars*, and *Leaflets*, and has purchased office equipment,

stereopticons, slides, etc., at the approximate expense of \$5,250 annually. No compensation whatever has been received by the various members of the faculty who have directed the divisions of the Bureau or who have rendered service in any way. The Director is most grateful for this coöperation; but it is necessary to draw sharp attention to the fact that the Bureau is carrying the maximum amount of work upon this basis, and that if its usefulness is to grow in keeping with the needs of the State it must receive increased financial support. In order that it may do this larger work, I make the following recommendations:

1. That the appropriation for the Bureau of Extension for the next two years be \$10,000 annually.

2. That an instructor trained in the economic and social sciences be employed, who, by coöperation with Professors Raper, Hamilton, and Branson, can further extend the services of the University to the cities and towns of the State. Municipal problems of many varieties are in need of special investigation, and the University can do a splendid work for North Carolina in this special field.

3. That more adequate provision be made for the instruction of correspondence students in centers. As yet the Bureau has not established centers of instruction throughout the State, but this could and should be done. Instruction thus given might also very profitably include additional subjects, and thereby be made to benefit greater numbers.

4. That the facilities of the Bureau for instruction by means of moving pictures, lantern slides, and stereopticons be increased so that it can become the distributing center for films, slides, and views which are especially intended for educational purposes. Inasmuch as many schools and study clubs have access to various machines, lanterns, etc., the Bureau can be of great assistance in furnishing material of the nature indicated which cannot at present be secured in the State.

5. That the special work begun in medicine in the summer of 1916 be continued along similar lines and that the University contribute in every way possible in the dissemination of information relating to the improvement of public health.

6. That the Newspaper Institute to be held for the first time at the University in December be made an annual affair, and that the University, through its Department of Journalism, extend its service to the press of the State in every way possible.

7. That whenever additional clerical assistance is found to be required in the work of the Bureau, that it be secured, and that the work of every division be kept upon the most effective basis possible.

8. That the library facilities of every division be materially increased.

LOUIS R. WILSON, *Director*.

Report of the Librarian

To the President of the University:

I have the honor to present the report of the library from August 15, 1914, to August 14, 1916.

Acquisitions

During the past two years the volumes comprising the University library have been increased in number from 71,295 in 1913-14 to 77,205 in 1915-16, a net growth of 5,910. Of this number, 3,455 were added in 1914-15 and 2,455 in 1915-16. They were received in the manner indicated below:

	1914-15	1915-16
Gifts from individuals, private North Carolina societies, and societies and institutions from other States....	1,270	199
Gifts from United States Government and departments	225	203
Gifts from North Carolina Government and departments	185	10
Bound volumes from binderies.....	509	557
Volumes through purchase.....	1,266	1,486
	<hr/>	<hr/>
	3,455	2,455
Total number of volumes in library.....	74,750	77,205

In addition to the volumes enumerated, the library contains a large number of roughly classified pamphlets. The greater part of these are publications of the various departments of the United States government.

Periodicals

Complete sets of periodicals contribute largely to the strength of any library, and this is particularly true of the University library. A large part of its special funds goes to the purchase of back volumes or complete sets of such journals and magazines as are essential to the most scholarly undergraduate and graduate work. At present the library is receiving annually, from all sources, 701 periodicals, exclusive of newspapers.

The library received, in addition to these, the increasingly valuable publications of numerous colleges and universities, historical societies, and philological clubs in exchange for *The University Record*, *The James Sprunt Historical Publications*, *Studies in Philology*, and *The Journal of the Elisha Mitchell Scientific Society*.

Among subscriptions for periodicals not taken before 1915-16, or not previously included in the library report, but placed on the library's permanent list during the year, are the following: *Art and Archæology*, *Education Administration and Supervision*, *Genetics*, *Industrial Arts Index*, *National Academy of Science—Proceedings*, *National Municipal Review*, *Physical Culture*, *Progress*, *Quarterly Journal of Public Speaking*, *Readers' Guide Supplement*, and *Training School*.

Circulation

By means of debates, themes, parallel readings, special papers, and general reading in the reference and periodical rooms, practically every member of the University makes use of the general library or one of the departmental libraries. The various organizations of the University also draw constantly upon the library's resources, and as indicated elsewhere in this report, hundreds of letters of inquiry have been answered and several thousand books, pamphlets, and bulletins have been loaned to borrowers throughout the State. Visitors have also been admitted to the library to carry on special investigations. Inter-library loans were frequently made, books of a highly specialized nature not owned by the library being secured for students and members of the faculty. These loans have been secured from the leading libraries of the North and East.

As the Summer School has grown, the library has found a new field for usefulness. By exhibiting model libraries for primary, grammar, and high school grades, and for the use of teachers in their professional equipment, it has greatly aided the teachers in proper book selection. It has given direction in the selection of books for special purposes and has outlined ways and means of increasing the effectiveness of school libraries.

The figures given below represent the number of books which were taken from the desk. They do not and cannot represent the use of material in the general or departmental libraries. The marked increase in the use of the library is indicated by the comparison between the records for 1914-15 and 1915-16.

	1914-15	1915-16
Books issued from the desk.....	24,690	33,317
Queries posted for debate.....	37	62
References posted for debate.....	721	1,208
Loans to other institutions, schools, individuals.....	1,196	1,700

Extension

In recent years one of the objects of the library, apart from its regular work of serving every interest of the faculty and student

body, has been to extend its service as far as practicable to the State at large. This it has done in two ways: by answering inquiries directed to it and loaning books on special subjects, and by participating in the further organization and direction of the Bureau of Extension.

This work has been cumulative. Its extent and the consequent demand upon the time and attention of the library may be indicated by the following statement of loans made by the library to individuals and institutions in the State, and the correspondence carried on by the library in forwarding books and pamphlets and in furnishing outlines, reference books, study helps, etc., called for by borrowers throughout the State. The record for two years is given for the purpose of comparison.

	1914-15	1915-16
Pamphlets and books mailed.....	1,196	1,700
Letters relating to Extension and Library activities...	1,045	1,485

Cataloguing and Clerical Work

As already noted, 5,910 volumes were received during the two years. Of these, 300 from the Boylan Collection and 600 from the Bain Memorial Library, together with 22 of a miscellaneous nature, are still uncatalogued. The other 4,988 volumes were regularly classified and catalogued and placed in circulation. A number of pamphlets were also received, many of them being placed in special pamphlet boxes or made up into the general loan collection, which the library utilizes in extension work.

Library Instruction

For several years the library has given courses of instruction in library administration. These courses have been of definite service to students in the University, and especially to teachers and librarians in the schools and libraries of the State.

Finances

The income for the library for the two years 1914-15 and 1915-16 from regular sources was \$10,052.54 and \$11,291 respectively. The fact that the library receives from its own endowment funds, student fees, and University appropriations above \$10,000 annually insures for it a steady, helpful growth. The receipts and disbursements for 1914-15 were given in this report for last year. For 1915-16 they are as follows:

RECEIPTS

Balance from 1914-15.....	\$	4.12
Bain Memorial		5.00
Botany Department		16.00
Endowment		2,777.25
Fees		3,400.00
Fines		161.93
Refunded by Miss Jungermann.....		36.70
Refunded by Treasurer.....		68.18
University appropriation for light, heat, and janitor.....		425.00
University appropriation for salaries.....		4,146.82
Summer School appropriation for salaries.....		250.00
		<hr/>
		\$11,291.00

DISBURSEMENTS

Binding	\$	441.90
Books and bound periodicals.....		3,917.46
Express and freight.....		98.26
Miscellaneous account for equipment, etc.....		158.33
Light, heat, and janitor.....		425.00
Mitchell collection and mending.....		37.50
Overcharge by Treasurer.....		292.11
Periodicals		1,058.49
Printing		71.55
Salaries—charged to the library (\$168.18), Summer School (\$250), University (\$4,146.82).....		4,565.00
Supplies		174.67
Telephone and telegraph.....		21.76
		<hr/>
		\$ 11,262.03
Balance due 1916-17.....		28.97
		<hr/>
		\$ 11,291.00

DESK ACCOUNT

RECEIPTS

From 1914-15	\$	2.71
By fines, fees, etc.....		135.00
		<hr/>
		\$137.71

DISBURSEMENTS

To expense itemized in librarian's book.....	\$	130.04
Balance due 1916-17.....		6.67
		<hr/>
		\$137.71

Administration

The library has been administered during the year by the librarian, two assistant librarians, a secretary to the librarian, and five student assistants. After two years of acceptable service Miss Annie Jun-

germann, second assistant librarian, has resigned to accept a position elsewhere. Her place has been filled by the appointment of Miss Alma Stone. In accord with a recommendation made by me last year, the desk service for 1916-17 has been placed under the charge of a special assistant. This new position has been filled by the appointment of Mr. Cecil W. Rymer, for two years a student assistant in the library. To all the members of the library staff and to Dr. C. L. Raper, of the Library Committee, I am indebted for their devoted service to the library throughout the year, and especially during my absence from the office.

Recommendations

A careful reading of this report will show that the library has experienced during the two years a definite growth, both in books and, especially, in service. Volumes to the number of 5,910 were added and the number of periodicals and exchanges of a scholarly value received were increased from 677 to 701. Prior to 1914-15 no record of the extension activities of the library were recorded statistically. In 1914-15 the number of books and pamphlets loaned in this way was 1,196, and 1,045 letters were written in answer to inquiries for information. In 1915-16 the numbers increased to 1,700 books and pamphlets loaned, and 1,485 letters written in answer to specific inquiries. Previous to 1914-15 the highest record of loans at the desk was 23,104. In 1914-15 this increased to 24,690, and in 1915-16 it advanced to 33,317, an increase of 44 per cent.

Similarly, with the growth of the Summer School and of the correspondence courses, there has been a corresponding demand for greater service in these two fields; and here again the library has endeavored to meet the demand made upon it.

To meet these increased demands I wish to urge the importance of further assistance in the office work of the library, especially in the cataloguing room. At present only the first assistant librarian is engaged in cataloguing, and she for only part time. Under this arrangement it is impossible to catalogue fully the new books, and when special collections are received it is impossible to utilize them, because they cannot be made accessible through the catalogue. Of the volumes received in 1914-15 over 900 remain uncatalogued, and a total of 11,000 in the library are in the same condition. Furthermore, it is impossible to undertake the making of departmental library catalogues, though this is exceedingly important and desirable.

To meet this special need and to render the service of the library more efficient in general, I wish to urge the following suggestions:

1. That an additional cataloguer with special training and a knowledge of several languages be secured.

2. That an effort be made to increase the endowment of the library.

I further recommend:

1. That the interior of the library be repainted, that the floors have suitable coverings placed upon them, and that additional shelving be provided to house the growing reference collection and the special collection set aside for the use of the Freshman Class.

2. That provision be made for taking care of the rapidly increasing bound newspaper collection of the library.

3. That the number of hours of service given the library by the secretary to the librarian be increased.

List of Donors

During the two years the library has received, in addition to the Boylan Collection of 300 volumes, the Bain Memorial Library of 600 volumes from the colleagues in the University of the late Dr. C. W. Bain, and the Henry C. Lay collection of Indian relics from George W. Lay, and other articles mentioned in this report for 1915-16, gifts of books, pamphlets, papers, pictures, etc., from the following sources: American Association for International Conciliation, American Bar Association, American Book Company, American Jewish Committee, Percy Andreas, A. B. Andrews, Jr., P. H. Easkerville, Frank D. Beattys & Company, Edward Biddle, W. G. Bowdoin, William Boylan, British Museum, Brown University, Canadian Government, J. L. Chambers, Chicago University, Colorado Agricultural Experiment Station, Columbia Historical Society, Columbia University, Commission on Christian Education of the Federal Council of the Churches of Christ in America, Conference for Education in the South, C. L. Coon, Domestic and Foreign Missionary Society of the P. E. Church, Electric Traction, Marion Erwin, E. C. Farnsworth, R. H. Ferguson, W. S. Franklin, Ginn & Company, John B. Gotts, W. H. Harrell, W. A. Havener, Houghton-Mifflin Company, F. M. Hueffler, Illinois Efficiency and Economy Committee, Illinois State Historical Society, International Congress on School Hygiene, International News Service, Investment Bankers' Association of America, Iowa State Historical Society, Iroquois Publishing Company, Toyokichi Iyenaga, Japan Society, Jefferson Physical Laboratory, John Crerar Library, Kansas Historical Society, Edmond Kelly, George Kennan, R. H. McCartney, W. A. McKeever, Macmillan Company, Maine University, Massachusetts State Board of Charities, Hudson Maxim, Charles E. Merrill Company, Michigan Board of Agriculture, Michigan Historical Commission, Michigan University, W. Lash Miller, Minnesota Historical Society, Minnesota University, Missouri University, Moody Magazine and Book Company, W. H. Morgan, National Board of Fire Underwriters, National Consumers' League, National Foreign Trade Council, New

Hampshire Government, New York City Committee on Taxation, New York Public Library, New York State Historical Association, New York State Library, North Carolina Historical Commission, North Carolina State Literary and Historical Association, North Carolina Historical Society, Northwestern University Library, Ohio Tax Commission, Oklahoma University, Lee S. Overman, Sir Gilbert Parker, C. S. Patton, Pennsylvania University, W. W. Pierson, E. R. Pinckney, W. M. Folk, Joseph Hyde Pratt, Daniel Quinn, Rand, McNally & Company, John D. Rockefeller, Jr., Rockefeller Institute, W. C. Rymer, Segundo Congresso Scientifico Pan Americano, J. W. Shearer, Silver, Burdett & Company, Elias Carr Speight, G. S. Stanton, Kate Stephens, Wallace Strowd, Lord Sydenham, Edward Thompson Company, S. W. Thompson, Louis C. Tiffany, R. E. Tomlinson, D. A. Tompkins estate, Toronto University Library, United States Brewers' Association, United States Mortgage and Trust Company, Vermont Historical Society, Virginia State Library, Emile Waxweiler, Theodore Wehle, Mrs. George T. Winston, Wisconsin Historical Society, Wisconsin University, J. R. Young, *Adult Student, Advocate of Peace, Aerial Age, American Artisan, American Economist, American Museum, American Peace Society, American Scandinavian Review, The Ark, Bulletin of Bureau of Public Works, Bulletin of Investment Bankers' Association, Bulletin of the National Association of Wool Manufacturers, Chapel Hill News, Christian Advocate, Christian Science Monitor, Concord, Coöperative Manager and Farmer, Corporation Journal, Davidsonian, Deaf Carolinian, Editorial, Educational Monthly, Fayetteville Observer, Friedenswarte, Gateway, Good Government, Gospel Messenger, Guilford Collegian, Harvard Alumni Bulletin, Herald of Gospel Liberty, Hickory Daily Record, Homiletic Review, International Conciliation, International Music and Drama, Japan Society, Jeffrey Service, Jewish Farmer, Jewish Independent, Jewish Review and Observer, Law Notes, Library, Louisiana School Work, Lutheran Survey, Maccabean, Military Surgeon, Monthly Bulletin of Iron and Steel Institute, Monthly Bulletin of the Pennsylvania Department of Labor and Industry, Morganton News-Herald, Newton Enterprise, L'Opinion, Our Dumb Animals, Outwest, Peace Movement, Periodical, Pitt County News, Practical Eugenics, Presbyterian, Progress, Progressive Farmer, Public, Public Service, Raleigh Times, Red and White, Red Cross Magazine, Robesonian, Roxboro Courier, Russian Review, St. Mary's Muse, Sampson Democrat, Shelby News, Siler City Grit, Smithfield Herald, South American, Southern Good Roads, The Speaker, Spirit of Missions, Square Deal, Tar Heel, Trinity Archive, University Magazine, Visitor, Wake Forest Student, Waynesville Courier, Webster's Weekly, Wedge, Wilson Evening Dispatch, Yale Alumni Weekly.*

Very respectfully submitted,

LOUIS R. WILSON, *Librarian.*

Report of the Business Manager

To the President of the University:

I have the honor to submit the following report of the business office for the year, covering the details of operation of the various service plants, the care and maintenance of University property, together with balance sheet and supporting schedules, showing the status of the University as of August 15, 1916.

CHAS. T. WOOLLEN,
Business Manager.

Power Plant

The service the power plant has been able to render this year has been very unsatisfactory. This is especially true with regard to the heating of University buildings. A number of times during the winter it was necessary to dismiss classes in some buildings because of insufficient heat. There were frequent interruptions to the lighting service, and three or four times the water supply, owing to breakdowns of equipment, was enough to last only an hour or two. We will be very fortunate if the old plant is able to limp along and hold together until the machinery in the new plant is installed and put into service.

OPERATING EXPENSE

Fuel	\$ 12,446.05		
Labor	4,203.50		
Oil, waste, and sundries.....	297.86		
Wiring and sales supplies.....	3,482.40		
Interest on bonds.....	2,760.00		
Taxes (water analyses).....	48.00		
Repairs	1,322.16		
			\$ 24,559.97
Received from customers.....			23,550.97
			\$ 1,009.00
Inventory, 1916:			
Accounts receivable	\$3,056.16		
Coal and supplies.....	315.00		
			\$3,371.16
Less: Inventory, 1915	\$4,125.21		
Accounts payable	873.01	4,998.22	1,627.06
		4,998.22	1,627.06
Net cost to the University for heat, light, water, and power for the year			\$ 2,636.06

Swain Dining Hall

The dining hall had an average patronage of a little over 300 during the regular session. Throughout the Summer School the hall was crowded beyond its capacity and numbers of students were turned away because it was impossible to accommodate them; a part of the time over 2,000 meals per day were served. With the price of board at \$12.50, a fraction over 13 cents per meal, the great increase in the cost of all foodstuffs made it impossible to come out even on the year's operation, and the hall has a deficit which is being carried in suspense.

Receipts for the year:		
Regular session	\$ 28,035.55	
Summer session	11,364.29	\$ 39,399.84
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Expenditures:		
Regular session	\$ 30,729.31	
Summer session	10,182.64	40,911.95
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		\$ 1,512.11
Inventory, 1916	\$ 796.33	
Inventory, 1915	372.83	423.50
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Net deficit for the year.....	\$	1,088.61

Students working as waiters, dishwashers, kitchen helpers, etc., received \$5,605 in board. Without this assistance, a number of the young ladies in the Summer School and students in the regular session could not have attended the University.

Coöperative Book Exchange

The Book Exchange, established last year for the purpose of further reducing the cost of an education at the University, has refunded to students over \$1,000 as their share in the profits. This represents a return of 10 per cent. In addition to this refund, the exchange provided work for two self-help students which enabled them to defray a large part of their expenses last year.

The storeroom of the Drawing Department was taken over by the Exchange this year. It is the hope of the management that this exchange will in time develop into a Coöperative Store that will be able to supply the needs of University students at a material saving over the present cost.

Buildings

A small amount has been spent during the year to put the dormitories in better condition. In some of the old dormitories sanitary

equipment was installed. In the Gymnasium ten shower baths were added to the ten already in service. New furniture was placed in the South, Old West, New East, and New West buildings.

The woodwork on the exterior of all the old buildings, the boxing, windows, and doors, should certainly be renewed before another session. It is almost impossible to heat rooms in these buildings because of the loose and broken sash; the tin roofs on three of the buildings are fastened to boxing that is decayed so badly that a wind-storm may blow the roof off. As soon as it is possible to do so these buildings should be recovered with tile. A protecting coat of paint is needed on several of the newer buildings.

With no definite amount appropriated for the upkeep of buildings, it is difficult to plan for repainting and repairing; with the small amount available, it has been possible to merely patch up the worst spots.

Grounds

During the year Emerson Athletic Field, the gift of Capt. Isaac Emerson, was completed and put into service. Additional tennis courts were constructed near the Gymnasium. Dr. Coker has continued the beautifying of the section of campus turned over to the Arboretum. Plans have been made for the improvement of the southeast corner of the campus between the Arboretum and Emerson Field, but funds were not available to carry out these improvements. A comparatively small amount invested in tree surgery would save to the campus some of the most beautiful trees on the grounds. A more permanent roadway is needed on Cameron Avenue, the main driveway through the campus.

New Construction

The old power plant was condemned two years ago by the State Fire Inspector, the State Board of Internal Improvements, and the Inspector of the Hartford Steam Boiler Insurance Company as being so badly dilapidated that it was not only unable to render the service demanded, but was unsafe to operate longer. It is only by constant patching and nursing along that the plant has been able to give a much interrupted and unsatisfactory service, and any day this service may fail.

Because of the danger of completely tying up the work of the University and causing a complete shutdown, it was absolutely necessary to begin the construction of a new power plant to take care of the water, lighting, heating, and power requirements of the University. After getting the permission of the Board of Trustees, plans were secured and bids called for. When the bids were submitted, the committee was greatly disappointed to learn that on account of the ex-

traordinary demands on metal-working plants it would be several months before any deliveries of machinery could be made; in some cases the bids called for eighteen and twenty-four months deliveries, and even these could not be guaranteed. Work on the building is nearing completion, but it will be about March 1st before the machinery installation will be completed and the plant put into service. The contracts for this plant total \$42,000.

Urgent Needs

The following more urgent needs of the University were brought to the attention of the Directors of the Board of Internal Improvements on the occasion of their visit of inspection two years ago. The Legislature found it impossible to relieve the situation, and each year the increasing demands upon the University have made the situation more acute.

Recitation Building.—The departments of Law, Medicine, Pharmacy, Chemistry, Education, Botany, and Zoölogy have ample lecture-room space in their own buildings. There are in other departments 479 lecture hours per week on the schedule for which rooms must be provided. The only recitation building to care for these classes is the Alumni, which has only eight lecture rooms left after providing for administration offices. Under these conditions the classes have been assigned to dormitory buildings and crowded into between the classes in the departments which have their own buildings. Some lecture rooms are so crowded that the aisles are filled with chairs, and classes follow each other so rapidly that there is not time between classes to ventilate these rooms.

Physics Building.—A building is needed for the laboratories and other work in the departments of Physics, Electrical Engineering, Mathematics, Drawing, and Civil Engineering. The increased demand for training in the schools of Applied Science has forced these departments to make use of some very unsuitable places for laboratories and lecture rooms. All of the Electrical Engineering work and part of the rooms for Physics and Civil Engineering are located in the basement of the Alumni building, where they have not sufficient light and heat. The Drawing Department has only one small room on the third floor of a dormitory building.

Geology Building.—The departments of Geology and Mining Engineering are crowded into very poor quarters in one of the oldest dormitory buildings. They should have adequate space and equipment if they are to reach their highest service.

Departmental Equipment.—On account of the unusually large registration this fall, several departments found themselves greatly handi-

capped because of insufficient laboratory and class-room equipment. The purchasing agent was unable to honor requisitions for these supplies because there were no funds to meet the cost.

Building Repairs and Improvements.—A building repair fund of \$25,000 is needed to put all buildings in a proper state of repair, provide sanitary equipment and fire-escapes.

Increased Maintenance Fund.—Although the strictest economy of operation has been observed and departments have been cramped for equipment and space, expenses are exceeding income at the rate of over \$11,000 per year. This deficit must grow in proportion to the extent to which the University tries to meet the increasing demands of the State upon its service.

Additions to Endowment Fund

Within the fiscal year closing August 15, 1916, the Endowment Fund was increased by the following amounts turned over to the Treasurer:

Alumni Loyalty Fund.....	\$2,500.00
Edmonds Memorial Fund.....	404.85
Weil Lecture Fund.....	4,000.00
	\$6,904.85

Additions to Educational Plant

The completion of Emerson Athletic Field during the year added \$25,000 to University property, bringing the total value of the plant up to \$1,179,025.78.

BALANCE SHEET
AUGUST 15, 1916

1. CURRENT ASSETS		1. CURRENT LIABILITIES	
Cash in banks and on hand.....	\$ 2,379.01	Accounts payable	\$ 4,803.25
Accounts receivable	8,157.83	Notes payable	14,000.00
Rents receivable	316.34	Other current liabilities.....	13,419.41
Notes receivable	6,076.50		
Inventories	2,547.08	Total current liabilities.....	\$ 32,222.66
Surplus of current liabilities.....	12,745.90		
Total	\$ 32,222.66	2. ENDOWMENT FUNDS	
2. ENDOWMENT INVESTMENTS		Funds for general purposes	\$ 80,200.00
Securities	\$ 178,900.00	Funds for designated purposes	117,098.85
Real estate	17,994.00		
Balance in bank.....	404.85	Total endowment funds.....	\$ 197,298.85
Total	\$ 197,298.85	3. EDUCATIONAL PLANT LIABILITIES	
3. EDUCATIONAL PLANT ASSETS		Bonds on buildings and machinery.....	\$ 80,000.00
Value of land	\$ 125,500.00	Notes on land.....	6,500.00
Value of buildings	777,500.00	On open account.....	4,994.00
Value of equipment, etc.	276,025.78	Total liabilities educational plant.....	\$ 91,494.00
Total educational plant.....	\$ 1,179,025.78	Net balance unencumbered.....	1,087,531.78
		Total educational plant.....	\$ 1,179,025.78

Report of the Treasurer

To the President of the University:

I have the honor to submit the following report of the Treasurer's office for the year 1915-1916. The report includes an account of all receipts and disbursements, and exhibit of all loans and of all University securities now held by me.

J. A. WARREN,
Treasurer.

SECURITIES

Description of Securities	Balance at Beginning of Year	Purchases During Year	Sales During Year	Balance at End of Year	Interest Received
MARY ANN SMITH FUND: Bond of University of North Carolina.....	\$ 37,000.00	\$.....		\$ 37,000.00	\$ 2,220.00
CHAIR OF HISTORY FUND: Bond of University of North Carolina..... Loan on Alumni Building.....	18,000.00 4,994.00	..... .....		18,000.00 4,994.00	1,080.00
FRANCES JONES SMITH FUND: Bond of University of North Carolina.....	14,000.00	.....		14,000.00	840.00
MARY S. SPEIGHT FUND: Bond of University of North Carolina.....	10,000.00	.....		10,000.00	600.00
MASON FUND: Bond of University of North Carolina..... Farm of 800 Acres.....	1,000.00 9,000.00	..... .....		1,000.00 9,000.00	60.00 497.25
B. F. MOORE FUND: 5 Liberty Mill Bonds..... 10 Southern Life & Trust Company Bonds..... 2 Peace Institute Bonds..... 2 Peace Institute Bonds.....	5,000.00 1,000.00 200.00	..... 5,000.00	5,000.00	..... 5,000.00 1,000.00 200.00	208.30 50.00 10.00
KENNETH M. MURCHISON FUND: 3 Southern Life & Trust Company Bonds..... 15 Shares Erwin Cotton Mills Company Stock.....	1,500.00 1,500.00	..... .....		1,500.00 1,500.00	90.00 90.00
ALEXANDER MEMORIAL FUND: 3 Southern Life & Trust Company Bonds.....	1,500.00	.....		1,500.00	90.00

ALUMNI LOYALTY FUND:			
1 Mayo Mills Company Bond.....	1,000.00	1,000.00	60.00
2 Kenilworth Development Bonds.....	1,500.00	1,500.00	-----
LEDOUX FELLOWSHIP FUND:			
5 Southern Life & Trust Company Bonds.....	5,000.00	5,000.00	300.00
MACNAIR LECTURE FUND:			
6 Southern Life & Trust Company Bonds.....	6,000.00	6,000.00	360.00
2 Peace Institute Bonds.....	200.00	200.00	10.00
20 Shares Neuse Manufacturing Company Stock, Preferred.....	2,000.00	2,000.00	150.50
20 Shares Neuse Manufacturing Company Stock, Common.....	2,000.00	2,000.00	-----
WEIL LECTURE FUND:			
2 Southern Life & Trust Company Bonds.....	2,000.00	2,000.00	120.00
3 Southern Life & Trust Company Bonds.....	3,000.00	3,000.00	180.00
4 Southern Life & Trust Company Bonds.....	4,000.00	4,000.00	-----
WEIL MEMORIAL SCHOLARSHIP FUND:			
1 Southern Life & Company Bond.....	1,000.00	1,000.00	60.00
LIBRARY FUND:			
3 Hope Mills Bonds.....	3,000.00	2,500.00	105.00
2 Sidney Cotton Mill Bonds.....	2,000.00	2,000.00	15.00
3 Peace Institute Bonds.....	300.00	300.00	480.00
8 Wilkes County Bonds.....	8,000.00	8,000.00	180.00
3 Osage Manufacturing Company Bonds.....	3,000.00	3,000.00	350.00
50 Shares Gibson Manufacturing Company Stock.....	5,000.00	2,500.00	-----
25 Shares Metalurgica Mexicana Stock.....	2,500.00	2,000.00	150.50
20 Shares Neuse Manufacturing Company Stock, Preferred.....	2,000.00	2,000.00	-----
20 Shares Neuse Manufacturing Company Stock, Common.....	2,000.00	2,000.00	300.00
50 Shares American Tobacco Company Stock.....	5,000.00	5,000.00	-----
50 Shares Holt-Granite Manufacturing Company Stock.....	5,000.00	5,000.00	-----
5 Shares Raleigh Cotton Mill Company Stock.....	500.00	500.00	30.00
80 Shares Erwin Cotton Mills Company Stock.....	8,000.00	8,000.00	480.00

SECURITIES—CONTINUED.

Description of Securities	Balance at Beginning of Year	Purchases During Year	Sales During Year	Balance at End of Year	Interest Received
4 Southern Life & Trust Company Bonds.....	\$ 4,000.00	\$ -----	\$ -----	\$ 4,000.00	\$ 240.00
5 Southern Life & Trust Company Bonds.....	2,500.00	-----	-----	2,500.00	150.00
5 Southern Life & Trust Company Bonds.....	-----	2,500.00	-----	2,500.00	150.00
2 Southern Life & Trust Company Bonds.....	800.00	-----	-----	800.00	48.00
4 Southern Life & Trust Company Bonds.....	-----	2,000.00	-----	2,000.00	120.00
Hope Mills Bonds numbers 98, 99 and 100 were sold at a loss of \$500.00 and the proceeds invested in Southern Life & Trust Company Bonds.	-----	-----	-----	-----	-----
MARTIN FUND:					
5 Southern Life & Trust Company Bonds.....	2,500.00	-----	-----	2,500.00	150.00
2 Southern Life & Trust Company Bonds.....	2,000.00	-----	-----	2,000.00	120.00
2 Liberty Cotton Mill Bonds.....	2,000.00	-----	-----	2,000.00	120.00
3 Peace Institute Bonds.....	300.00	-----	-----	300.00	15.00
1 St. Mary's School Bond.....	500.00	-----	-----	500.00	30.00
1 Share Raleigh Raleigh Cotton Mill Company Stock.....	100.00	-----	-----	100.00	6.00
The interest collected from the Martin Fund Endowment was credited to the Student Loan Fund.	-----	-----	-----	-----	-----
HOGUE FUND:					
One house and lot.....	4,000.00	-----	-----	4,000.00	240.00

MAINTENANCE FUND

RECEIPTS

FROM STUDENTS—

Tuition fees, current term.....	\$ 25,053.00	
Tuition notes, previous terms.....	2,772.50	
Registration fees	22,815.00	
Diploma fees	586.00	
Laboratory fees	9,673.80	
Room rent	9,708.65	\$ 70,608.95

FROM ENDOWMENTS—

Alexander Memorial Fund, 1915 balance.	\$ 273.59	
Alexander Memorial Fund, 1916 receipts.	90.00	\$ 363.59
Chair of History Fund.....		1,080.00
Ledoux Fellowship Fund.....		321.01
Library Fund, 1915 balance.....	\$ 4.12	
Library Fund, 1916 receipts.....	2,680.75	2,684.87
Mason Scholarship Fund.....		610.65
McNair Lecture Fund.....		520.50
B. F. Moore Scholarship Fund.....		268.30
Murchison Scholarship Fund, 1915 bal- ance	\$ 69.49	
Murchison Scholarship Fund, 1916 re- ceipts	180.00	249.49
Francis Jones Smith Scholarship Fund.....		840.00
Mary Ann Smith Scholarship Fund.....		2,220.00
Mary S. Speight Scholarship Fund.....		600.00
Weil Scholarship Fund.....		60.00
Weil Lecture Fund.....		300.00
		10,118.41

GIFTS FOR CURRENT EXPENSES—

Alexander Greek Prize.....	\$ 10.00	
Draper Scholarships	500.00	
Fellowship in Chemistry.....	300.00	
General Education Board.....	2,500.00	
F. E. Hill Scholarship.....	60.00	
Mangum Prize	10.00	
Sprunt Aid Fund.....	100.00	
Sprunt Historical Publications Fund.....	297.26	
University Extension Donations.....	380.13	4,157.39

State appropriation for maintenance (\$115,000)..... 105,416.66

FROM OTHER SOURCES—

Book Exchange balance.....	\$ 401.44
Lecture tickets	214.20
Library fines and transfers.....	384.31
North Carolina Academy of Science.....	75.00
Rents	3,807.44

Sale of publications	\$ 115.61	
Sale of supplies	261.35	
Gymnasium tickets	32.00	
Summer School receipts	25,841.81	\$ 31,133.16
		<hr/>
		\$221,434.57
Less amounts not available for 1915-1916.....		887.76
		<hr/>
Net income for maintenance.....		\$220,546.81

DISBURSEMENTS

Advertising	\$ 1,067.52
Alumni Catalogue	171.92
Alumni Loyalty Fund.....	52.71
Appropriation for special equipment.....	664.20
Appropriation for fire equipment.....	200.00
Alexander Greek Prize.....	10.00
Arboretum	563.11
W. J. Bryan Prize.....	12.50
Campus	2,438.41
Civil Engineering Department.....	303.39
Commencement	1,332.43
Draper Scholarships	441.24
Emerson Field	2,071.22
Express	58.34
Furniture	4,584.22
Gymnasium	80.06
High School Debate.....	395.50
High School Inspection.....	122.51
Highway Engineering	5.13
Infirmary	2,444.89
Insurance	3.25
Interest on University bonds.....	4,800.00
Interest on notes.....	1,234.14
Journalism	94.50
Laboratories	11,000.40
Lecture course	476.36
Library	6,440.21
Mangum Prize	10.00
Mason Farm	54.40
McNair Lectures	511.00
Membership National Association State Universities.....	15.00
National Collegiate Athletic Association.....	25.00
National Association Colleges and Secondary Schools	10.00
National Association University Extension...	25.00
American Association Medical Colleges.....	25.00
Southern Educational Society.....	2.00
Office supplies and equipment.....	804.50
Peace Prize	10.00
Postage and printing.....	5,723.36

Power plant (net)	\$ 1,009.00	
Repairs to buildings.....	4,880.42	
Repairs to President's house.....	117.22	
Rural Economics	199.55	
Scientific equipment	10.28	
Sprunt Aid Fund.....	65.00	
Sprunt Historical Publications.....	559.01	
Supplies	1,497.10	
Salaries	152,865.37	
Summer School	29,857.45	
Sundries	366.36	
Swain Dining Hall.....	2,693.76	
Telephone and telegrams.....	112.49	
Traveling expense	716.92	
Treasurer's bond	125.00	
University Extension	2,797.45	
University sermons	65.00	
Weil Lectures	480.49	
Y. M. C. A.	900.00	\$247,601.29
		<hr/>
Less debit balances carried forward.....	\$ 5,079.42	
Less delayed payment of July, 1915, salaries.....	9,304.17	14,383.69
		<hr/>
Net expenditures current year		\$233,217.60
Net receipts current year		220,546.81
		<hr/>
Net deficit current year		\$ 12,670.89
Cash deficit August 15, 1915.....	\$ 4,624.25	
Delayed salary payment (see above).....	9,304.17	
		<hr/>
Deficit on session 1914-1915		13,928.42
		<hr/>
Accumulated deficit to August 15, 1916.....		\$ 26,599.31

IMPROVEMENT FUND

Escheats, balance 1915	\$ 635.04	
Escheats received during year.....	6,519.53	
State appropriation	20,000.00	27,154.57
		<hr/>
Land purchase notes retired.....	\$ 17,821.40	
Escheats returned to heirs.....	161.37	
Expended on improvements.....	2,178.60	20,161.37
		<hr/>
Balance to credit of escheats.....		\$ 6,993.20

DEEMS LOAN FUND

Notes outstanding August 15, 1916.....	\$ 34,350.98	
Interest due and accrued.....	2,613.45	
Cash balance August 15, 1916.....	2,373.76	
		<hr/>
Present value of fund.....	\$ 39,338.19	

PRESIDENT'S REPORT

Cash balance August 15, 1915.....	\$ 2,860.04
Notes and interest collected to August 15, 1916.....	6,901.24
	<hr/>
	\$ 9,761.28
Loaned to students, 1915-1916.....	7,387.52
	<hr/>
Balance August 15, 1916.....	\$ 2,373.76

MARTIN LOAN FUND

Notes outstanding August 15, 1916.....	\$ 3,453.21
Interest due and accrued.....	166.66
Cash balance August 15, 1916.....	605.96
	<hr/>
Present value of fund.....	\$ 4,225.83
Cash balance August 15, 1915.....	\$ 393.12
Notes and interest collected to August 15, 1916.....	1,112.84
	<hr/>
	\$ 1,505.96
Loaned to students, 1915-1916.....	900.00
	<hr/>
Balance August 15, 1916.....	\$ 605.96

HOGUE LOAN FUND

Notes outstanding August 15, 1916.....	\$ 340.25
Interest due and accrued.....	15.00
Cash balance August 15, 1916.....	16.99
	<hr/>
Present value of fund.....	\$ 372.24
Cash balance August 15, 1915.....	\$ 254.46
Rent, notes, and interest collected to August 15, 1916.....	239.80
	<hr/>
	\$ 494.26
Expended for repairs and help to students.....	477.27
	<hr/>
Balance August 15, 1916.....	\$ 16.99

EDMONDS MEMORIAL FUND

Balance August 15 1916.....	\$ 404.85
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NOTE.—The income from this fund is to be used to aid needy students.

CREDIT BALANCES

Improvement Fund.....	\$ 6,993.20
Student Loan Funds.....	2,996.71
Edmonds Memorial Fund.....	404.85
Notes payable.....	20,500.00
	<hr/>
	\$ 30,894.76

DEBIT BALANCES

Maintenance Fund	\$ 26,599.31	
Deposit accounts	1,916.44	
		<u>\$ 28,515.75</u>
Net cash balance	\$ 2,379.01	

BANK BALANCES

Cash in safe	\$ 26.13	
Bank of Chapel Hill, Chapel Hill, N. C.....	.36	
Citizens National Bank, Raleigh, N. C.....	.19	
First National Bank, Durham, N. C.....		
Peoples Bank, Chapel Hill, N. C.....	2,770.30	
		<u>\$ 2,796.98</u>
Less overdraft First National Bank, Durham, N. C.....	417.97	
Total	\$ 2,379.01	

Report of the Physical Director

To the President of the University:

I have the honor to submit, as Physical Director, the following report.

Students Examined

Since the opening of the current year the Physical Director has made examinations of 281 freshmen. Comparative records are given below of the present with the three preceding classes:

	1914	1915	1916
Age	18.4	19	18
Weight	130	124	127
Height	5.7 $\frac{1}{8}$	5.6	5.6
Neck	13	12	13
Chest (normal)	34	33	34
Chest (expanded)	37	35	36
Biceps (arm)	11	10	10
Waist	28	27	27
Thigh	19	18	19
Calf	14	12	13
Lung capacity	309	260	252

Physical Defects

The record of the present class show a very small percentage of physical defects, the Director finding it necessary to excuse from the Gymnasium work only 11 freshmen of the entire class: 3 on account of neuritis (resulting from infantile paralysis); 2 from complete hernia, 1 from incomplete; 2 from spinal curvature; 1 appendicitis (recently removed); 2 upon request of family physicians (typhoid cases). In all other respects the 1916 class compares well with the banner class of 1914.

Excused Freshmen

By request of the Chairman of the Athletic Association and Head Coach Campbell, 22 freshmen, two teams, will be excused from the Gymnasium during the football season. At the expiration of this time they will be required to report and finish out the year with the regular classes.

New Showers Installed

The great demand and urgent need for more showers in the Gymnasium, for several years past has been supplied. During the past

summer ten new modern showers were placed in the small locker room (a hot-water circulating system). The present system greatly decreases the amount of water used in former years.

Varsity Football

The Physical Director has examined 58 candidates for the Varsity football squad. Physically the squad does not average so well with the squad of 1915 in weight, height, etc. However, the squad received excellent training preliminary to the opening game and to date has shown wonderful resistance to injuries in scrimmages. In two games played, one with Princeton, no injury of any serious nature occurred.

The freshman squad is receiving as much attention as the varsity physically, and considering the one-year rule, it is, so far, proving an ideal system.

AVERAGES OF THE VARSITY FOOTBALL MEN

Age	21 1-5
Weight	170
Height	5.8 $\frac{1}{8}$
Neck	14 $\frac{1}{2}$
Chest (normal)	37 $\frac{1}{8}$
Chest (expanded)	39 $\frac{1}{2}$
Biceps	13 $\frac{1}{2}$
Hips	40
Thigh	22 $\frac{1}{2}$

Respectfully submitted,

R. B. LAWSON,
Physical Director.

Publications and Addresses of the Faculty

J. B. BEARD:

Latin for Pharmacists (with George Howe). P. Blakiston's Son & Co.

Cultivation of Medicinal Plants in North Carolina. Charlotte Daily Observer, March 5, 1916.

How Medicines Should be Taken. Charlotte Daily Observer, March 25, 1916.

Reasons for the Increase in Drug Prices. Raleigh News and Observer, February 25, 1916.

The Collection and Cultivation of Drug Plants in North Carolina. 220th Meeting of the Elisha Mitchell Scientific Society, November 8, 1916.

Patent Medicines: Their Uses and Abuses. Stanley McCormick School, Burnsville, March 18, 1916.

EUGENE C. BRANSON:

The Progressive School. State Teachers' Association, Raleigh.

The Social Progress Campaign in Orange. North Carolina Conference for Social Service, Charlotte.

Where Pasquotank Leads and Lags. Elizabeth City.

Wealth, Welfare, and Willingness. Marshville; Statesville; Methodist Church, Baptist Church, Chapel Hill; Farmers' Union Rally, Monroe; First Baptist Church, Durham; Knapp of Reeds; Chamber of Commerce, Aberdeen.

Rural Credits in North Carolina. Farmers' Union Convention, Durham.

Our Carolina Highlanders. Conference of Southern Mountain Workers, Knoxville.

The Local Market Problem. Chamber of Commerce, Raleigh; The Greater Charlotte Club, Charlotte.

Reality Studies. Mecklenburg Teachers and Farmers, Charlotte.

Doing, Knowing, Having, Being. Commencement address, Atlantic.

Come Let Us Live With Our Children. Manteo.

Mountain School Problems. Appalachian Training School, Boone.

Country-Life Problems. Fifteen addresses in Mississippi, at Blue Mountain College, The University at Oxford, the A. and M. at Starkville, Clinton College near Jackson, The State Normal College, and the Woman's College at Hattiesburg.

Country-Life Problems in the South. Fourteen addresses at the School for Social Service Workers, auspices of the International Y. M. C. A., Blue Ridge.

The Country Church. Blue Ridge.

Robert E. Lee, Gentleman. Blue Ridge.

Our Brother in Black. University Commission on Race Relations, Asheville.

Training for Lay Leadership. Carrboro B. Y. P. U.

The University News Letter (edited) weekly.

University Bulletin on Country-Life Institutes.

Our Carolina Highlanders. University Extension Circular.

Our Country Church Problems. University Extension Circular.

The North Carolina Club Year-Book, 1915-1916. University Bulletin.

Steady work on two text-books: (1) *Rural Economics*, (2) *Rural Sociology*.

JAMES E. BULLITT:

The Rat in Relation to Public Health in North Carolina. Read before the North Carolina State Medical Association, Durham, April, 1916.

Sanitation of a Small Town. Address, Wagram, July, 1916.

Typhoid Fever. Address, Laurinburg, July, 1916.

Malaria. Address, Yanceyville, July, 1916.

WILLIAM CLAIN:

Earth Pressure, Retaining Walls and Bins. John Wiley & Sons, New York, 1916.

Cohesion in Earth: The Need for Comprehensive Experimentation to Determine the Coefficients of Cohesion. Trans. Am. Soc. C. E. Vol. 80, p. 1315 (1916), ff.

H. W. CHASE:

✓ *Individual Differences in School Children.* Primary Teachers' Association, Raleigh, November 26, 1915.

Needs of the Smithfield Schools. Smithfield, Dec. 8, 1915.

The Need of Standards in Public School Work: County High School Work. County High School Teachers, Selma, Dec. 10, 1915.

Increased Efficiency in Public School Education. Public address, Selma, Dec. 10, 1915.

Retardation and the Special Class. Durham Public School Teachers, Durham, April 15, 1916.

✓ *Psychology in the South.* Address at the dedication of the Jessup Psychological Laboratory, Peabody College, Aug. 26, 1916.

Commencement addresses at Liberty (April 12, 1916), Pilot Mountain (April 20, 1916).

- ✓ Annual review of literature on "Consciousness and the Unconsciousness." *Psychological Bulletin*, January, 1916.
- ✓ Book reviews in *Psychological Bulletin* and *Educational Administration and Supervision*.

COLLIER COBB:

Vocational Education. Chapel Hill Community Club, February, 1916.

Man and His Environment. A. and M. College, May, 1916.

The Uses and Abuses of Provincialism: Old Roman Roads in Use Today. Appalachian Training School for Teachers, Boone, November, 1915.

In the Forest of the Grand Chartreuse. Woman's Club of Henderson, December, 1915.

Further Notes on Zonation in the Chapel Hill Stock. Elisha Mitchell Scientific Society, December, 1915.

North Carolina Supplement to Tarr and McMurry's Geography. New York, January, 1916.

Good Roads in Other Lands: Geology as an Asset for the Highway Engineer. North Carolina Good Roads Institute, February, 1916.

The Glaciers of the Alps. Peace Institute, Raleigh, March, 1916.

Where the Wind Does the Work. Flora Macdonald College, Red Springs, March, 1916.

Zonation in the Chapel Hill Stock. North Carolina Academy of Science, Raleigh, April, 1916.

Greek, Roman, and Arabian Survivals on the North Carolina Coast. North Carolina Booklet, April, 1916.

The Cradle of Civilization: Reconstructing Ancient History. Fassifern School, Hendersonville, May, 1916.

The German Interaction with Environment in Middle North Carolina. Commencement address at Lenoir College, Hickory, N. C., May, 1916.

Shifting Sands. University Summer School, July, 1916.

Conferences for Geography Teachers. Three. University Summer School, July, 1916.

Education for Service. Address at opening of Elm City High School, September, 1916.

Why We Go to School. Address at joint opening of Pineland School for Girls and State High School, Salemburg, September, 1916; Fruitland Institute, November, 1916.

The Mediterranean Basin. Peninsular Peoples. Alpine Passes and Switzerland. Fassifern School, Hendersonville, November, 1916.

Book Reviews in *The Geographical Review*, New York.

Geology and Water Supply. Lillington, October, 1916.

Nature Study. Hendersonville High School, November, 1916.

W. C. COKER:

Our Mountain Shrubs. Journal Elisha Mitchell Scientific Society, Vol. 31, No. 2.

Observations on the Lawns of Chapel Hill (with E. O. Randolph). Journal Elisha Mitchell Scientific Society, Vol. 31, No. 2.

Shrubs and Vines of Chapel Hill (with H. R. Totten). Journal Elisha Mitchell Scientific Society, Vol. 31, No. 2.

The Lawn Problem in the South. Journal Elisha Mitchell Scientific Society, Vol. 31, No. 3.

Winter Grasses of Chapel Hill. Journal Elisha Mitchell Scientific Society, Vol. 31, No. 3.

The Trees of North Carolina (with H. R. Totten.)

Our Mountain Shrubs. Address before the North Carolina Forestry Association, Montreat, July, 1915.

P. H. DAGGETT:

The Electrical Age (illustrated). Henderson, March 23, 1916.

HENRY M. DARGAN:

The Nature of Allegory as Used by Swift. Studies in Philology, July, 1916.

NORMAN FOERSTER:

The Chief American Prose Masters. Houghton Mifflin Company.

The "Idea Course" for Freshmen. English Journal, September, 1916.

Reviews in *The Dial*, *The Nation*, etc.

EDWIN GREENLAW:

Bibliography, 1915-1916.

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